

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

SCHOOL	Coolidge Elementary School
SCHOOL YEAR	2026-27
PRINCIPAL	Gail Houser

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

GOAL - 1

Update and implement the Coolidge Elementary School Positive Behavior Intervention Plan (PBIS)

GOAL - 2

Create a Coolidge Elementary School playground code of conduct aligned to PBIS.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	Policy #
Plan adopted by school site on	1/29/26
Plan approved by district or governing board on	7/21/26
Plan shared with LE and FD on:	7/22/26

COMPREHENSIVE SCHOOL SAFETY PLAN

ABOUT THIS TEMPLATE

Safety is a Process!

The Law

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond potential incidents involving crimes and violence on campus.

Ed Code 32280

A “safety plan” means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have “adopted” their school safety plan by March 1, and have forwarded it to the District for “approval.”
- October 15 – The District must approve the school’s plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that school's SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1 adoption date. An example of a compliance timeline:

- September/October
 - Step 1 - Identify collaborative comprehensive safe school planning committee.
 - Step 2 - Create a vision of school as a safe place to learn.
 - Step 3 - Gather and assess school-related crime and safety data.
- November/December
 - Step 4 – Identify data-driven areas for desired change.
 - Step 5 – Select and implement strategies for safe and orderly environment.
- January/February
 - Step 6 – Share and then adopt the plan. Forward the adopted plan to the district.
- March/June
 - Step 7 – Implement the plan by achieving your data-driven safety goals.

COMPREHENSIVE SCHOOL SAFETY PLAN

School Name	Coolidge Elementary School
Principal	Gail Houser
School year Plan is for the upcoming school year	2026-27

Our school engaged in the systematic planning process recommended in the law:

- Step One** We Identified our safety committee
- Step Two** We created a vision of a school as a safe place to learn.
- Our Mission Statement and existing safety practices.
- Step Three** We gathered and assessed school related crime and safety data.
- Specific data known to have an impact on campus safety.
- Step Four** We Identified areas of desired change.
- Data-driven analysis towards improvement.
- Step Five** We developed strategies to maintain a safe and orderly environment.
- Two data-driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.
- Step Six** We shared and adopted the plan.
- A public meeting was held with invitations extended to campus and community stakeholders.
- Step Seven** We will continue to evaluate and revise the plan
- Stakeholders at our school will continue to monitor progress towards achieving our goals and revise strategies as necessary.

COMPREHENSIVE SCHOOL SAFETY PLAN

Step 1 – Identify the committee

Ed Codes 32280 & 32281 “In cooperation with local law enforcement, fire department, and other first responder agencies.” “The schoolsite council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

Name		Agency
Local Law Enforcement	Police Chief Edward Elizalde	San Gabriel Police Department
Local Fire Department	Fire Chief Steven Wallace	San Gabriel Fire Department
American Red Cross contact (if any)	Diana Pineda Ramirez (Ex. Dir. SG/Pomona Val.)	
Schoolsite Council / Safety Planning Committee Members		
Name		Title
Gail Houser		Principal
Gabriela Garcia		Certificated
Ricky Le		Classified
Jason Huerta		Parent
n/a		Student (If applicable)
Amanda Mejia and Jennifer Gamboa		Medical Team Leader
Gail Houser		S&R Team Leader
Gail Houser		Reunification Team Leader

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Step Two – Our school's vision of a safe place to learn

School Mission Statement

Our vision is to provide a rich, balanced academic curriculum in a safe, clean, nurturing and productive learning environment in order to achieve the mission of cultivating caring, responsible citizens who value learning and diversity and who are prepared to interact positively with all cultures.

About our school, a safe place to learn

A brief, **bullet-point description** of our school's existing safety related programs, drills, staff, and partnerships, etc.

Coolidge elementary participates in SGUSD safety-related committees.
We use a Positive Behavior Intervention System (PBIS).

Safety Team's Safe School Vision

A brief statement detailing a stakeholder based perspective of what constitutes a safe campus

Our school is committed to a safe, respectful, and inclusive learning environment by implementing the BPIS model to proactively teach, model, and reinforce positive behaviors. Through consistent expectations, data-informed practices, and strong partnerships with families, we support the social, emotional, and academic success of every student. Safety, belonging, and responsibility are shared values that guide our daily actions and decisions.

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Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Create a hyperlink (in the blue box) to the policies or attach a current PDF version of applicable policies and procedures to this plan. Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures	
Policy/Procedure	Included
Child Abuse Reporting	BP 5141.4
Disaster Response Procedures	BP 3516
Suspension & Expulsion Policies	BP 5144
Procedure to notify teachers of dangerous pupils	BP 4158
Anti-Discrimination/Harassment Policy	BP 5145.3
Anti-Bullying Policy	BP 5131.2
School Dress Code re “anti-gang” apparel	BP 5132
Procedure for safe ingress/egress	Attached
Rules for school discipline	BP 5144
Procedures to assess/respond to reports or threats of dangerous, violent, or unlawful activity.	BP 3515
Tactical response procedure	SGPD
Opioid overdose procedure (Does not apply to TK - 6 th Grade)	BP 5141.21
Procedure for sudden cardiac arrest or similar life threatening emergency	Attached
Other Safety Policies/Procedures	
Haz-Mat within ¼ mile of campus	not applicable
Lockdown procedure	Attached
Building evacuation plan	
Campus evacuation plan	
Bomb threat	AR 3516.2
Visitors on campus	BP 1250
Anti-sex abuse/trafficking procedures	BP 5141.4
Guidelines for mental health and law enforcement contacts at school	Attached
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school related event.	Attached

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Section 3.2 – Step Three Task Log.

Red numbers indicate the task is for the principal or designee. Remember, this is a stake-holder based planning process, use your team!

Task #	Primary Person Tasked
3.3 Crime assessment	Gail Houser
3.4 Tactical response	Gail Houser
3.5 Lockdown procedure	Gail Houser
3.6 Disaster plan, incident commander	Gail Houser
3.7 Disaster plan, general	Gail Houser
3.8 Disaster plan, medical team	Kathy Leon
3.9 Disaster plan, search & rescue	Gail Houser
3.10 Disaster plan, reunification	Gail Houser
3.11 Anti-Bullying	Gail Houser
3.12 Expulsion/Suspension/Discipline	Gail Houser
3.13 Notify teachers of dangerous pupils	Gail Houser
3.14 Pesticide & harmful materials plan	Matt Wong
3.15 Visitors on campus	Gail Houser
3.16 Safe ingress/egress	Gail Houser
3.17 Anti-Harassment procedure	Gail Houser
3.18 Dress code, gang related apparel	Gail Houser
3.19 Child abuse reporting procedures	Gail Houser
3.20 Assess/respond to dangerous, violent, unlawful acts	Gail Houser
3.21 Opioid overdose procedure (Grades 7-12 only)	Gail Houser
3.22 Sudden cardiac arrest or other life emergency	Gail Houser
3.23 Existing resources	Gail Houser

COMPREHENSIVE SCHOOL SAFETY PLAN

3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school-related functions. Consult with local law enforcement to be certain all relevant information is gathered.

These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime

Avoid using code sections. For example, enter "vandalism" instead of 594 PC.

TYPE	NUMBER
N/A	0

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	Assets: All classrooms have disaster supplies including elements necessary for toileting. Also includes sanitary supplies. Suggested Action Plans: Need to update access to safe drinking water and emergency food.
A C T I O N S	Fall 2025- Emergency supplies inventoried. Winter 2026- P\Replacement water and food ordered. Emergency supplies to be relocated to improve accessibility to students and staff.

COMPREHENSIVE SCHOOL SAFETY PLAN

3.4 – Tactical Response Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment is to assure that the campus has a “Tactical Response Plan” for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a “tactical response” plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	Yes
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock down or rapid evacuation. If you do not have this plan, skip the next question and add “Develop a Tactical Response Plan” as a suggested action plan.	Yes
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level “we’re working with local law enforcement” statement. It’s your job ensure the school’s efforts are coordinated with responder efforts.	No
If active shooter drills are conducted, are they performed in accordance with EC32282(K) trauma based approach?	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	SGUSD enjoys a strong partnership with SGPD, especially with the SCET as a integrative asset.
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A C T I O N S	Work order has been places for fire alarm system maintenance and repair.
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COMPREHENSIVE SCHOOL SAFETY PLAN

3.5 – Lockdown Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment to assure the school is taking all reasonable steps to be prepared for a lock down scenario.

Does the school have a lock down procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next questions.	Yes
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	Yes
Does the procedure include documentation/review of drills/events? Dates/times of drills must be documented. A drill review would include information from staff, visitors, and when age-appropriate, from students. Include information related to how effective the drill was. If the answer is no, suggest adding an after-drill review.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	Plans and protocols have been reviewed with staff. Feedback had been collected to improve the system.
A C T I O N S	Maintain consistent implementation of district safety committee protocols.

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3.6 - Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment to assure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here . If no, add training as a suggested action plan.	No
Is there a list of IC forms & supplies? If no, add "create a list" as a suggested action plan.	No
Are all required forms & supplies in place and serviceable? If no, add "update forms & supplies" to suggested action plans.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	District is assisting with informal incident command training by being present and providing coaching during drills.
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A C T I O N S	There is a need to determine if the forms the school uses during safety drills align with ICS.
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COMPREHENSIVE SCHOOL SAFETY PLAN

3.7 - Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment to assure the school is taking all reasonable steps to be prepared for a disaster.

Is there a disaster procedure in compliance with state law? See Ed Code 32282(a)(3)(A) procedures for services when school is disrupted due to an emergency, including an Instruction Continuity Plan (ICP)?	Yes
Is there an campus evacuation procedure identifying refuge shelter for students and staff? If no, add as a suggested action plan. If yes, when was it last updated?	Yes
Is the campus in a “high fire hazard severity zone?” If yes, is there an identified refuge shelter and communications plan in the event of an early evacuation warning?	No
Is there a map showing the location of gas and water shut off valves, fire sprinkler shut off valves, and electrical panels? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	No
Is there a list of classroom disaster supplies? If no, add "create a list of classroom disaster supplies" as a suggested action plan. If yes, answer the next questions.	Yes
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	Yes
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and situations presenting otherwise avoidable injuries.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S		Assets: All classrooms have disaster supplies including elements necessary for toileting. Also includes sanitary supplies.
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A C T I O N S		Need to refresh to safe drinking water and emergency food.
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3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Kathy Leon	1/11/26

The purpose of this assessment to ensure the campus medical team is prepared for a disaster.

Is there a written disaster procedure for the campus medical team? If no, add "prepare written medical team procedure" as suggested action plan. If yes, go to the next question.	No	v
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	No	v
Are medical team members trained to the procedure? If no, add "training" to suggested action plans.	No	v
Is there a list of medical team forms and supplies? If no, add "create a list of medical team forms and supplies" as a suggested action plan. If yes, go to the next question.	No	v
Are all forms and supplies in place and serviceable? If no, add "obtain required forms and supplies" as a suggested action plan.	--	v

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	School has a first aid kit as well as an AED on campus. Currently staffed with a Health Aide who has basic first aid training and current CPR certification.
A C T I O N S	The school needs to create a written disaster plan for the the campus medical team.

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3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment to ensure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

Are there written procedures for the S&R unit? If no, add, "create search & rescue procedures" as a suggested action plan. If yes, answer the next question.	No
Are there training recommendations? If no, add "create training recommendations" to the suggested action plans. If yes, answer the next question.	No
Are S&R team members trained? If no, add "obtain training" to the suggested action plans.	No
Is there a list of S&R forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next questions.	No
Are forms and supplies in place and serviceable? If no, add "search & rescue supplies" to the suggested action plans.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The school is aware that there is a need to develop a search and rescue team.
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A C T I O N S	Written procedures need to be created for the search and rescue team.
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COMPREHENSIVE SCHOOL SAFETY PLAN

3.10 – Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment to ensure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

Is there a procedure for reunification? If no, add, "create reunification procedures" as a suggested action plan. If yes, answer the next question.	No
Is there a list of reunification forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next question.	Yes
Are all forms & supplies in place and serviceable? If no, add "reunification supplies" to the suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The District Safety and Emergency Committee has adopted the i love you guys reunification procedures. The school has determined who the greeters and reunifiers are.
A C T I O N S	Invite parents to pretend to pick up their child using the reunification system at the final lockdown drill of the 2025-26 school year.

COMPREHENSIVE SCHOOL SAFETY PLAN

3.11 – Anti-Bullying Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If “no,” suggest training as an action plan.	Yes
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Compare the numbers for the previous three years of bullying reports.

Identify trends and consider action plans designed to promote what is working or where improvements can be made.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The school is revisiting its schoolwide behavior expectations both in the classroom and out of the classroom, this includes behavior guidelines designed to prevent and then respond to bullying. Additionally, every teacher is providing a universal behavior support of anti-bullying teaching using the Wayfinder curriculum.
A C T I O N S	This work will be continued to ensure bullying is responded to quickly and effectively in alignment with district policies.

COMPREHENSIVE SCHOOL SAFETY PLAN

3.12 –Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Review the numbers/reasons for the previous two years of expulsions. n/a
Review the numbers/reasons for the previous two years of suspensions. n/a
Review the numbers/reasons for the previous two years of disciplinary office referrals. most incidents reports are for fighting or inappropriate behavior
Do any of these comparisons suggest a trend? If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what working or address the challenges.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	Student incidents have declined since September.
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A C T I O N S	Continue to develop the schoolwide behavior expectations.
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Teacher must be informed of each pupil that has been suspended and/or arrested for any violation of Ed Code 48900 - 48900.7, except H - Tobacco, based on any records that the district maintains. Review the law here. [\(Link to law\)](#)

Is your school compliant with the law? If these notifications are not happening it is likely that the “fix” needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter.	Yes
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	Coolidge is compliant with this law.
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A C T I O N S	None at this time.
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Matt Wong	9/29/25

The purpose of this assessment to ensure the school is aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	No
Does the school have a shelter in place procedure? Shelter in place is similar to, but different than a lockdown. You can read about shelter in place here . If you do not have a shelter in place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	Yes
Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan?	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	n/a
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A C T I O N S	n/a
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Gail Houser	1/11/26

Are there written guidelines for visitors on campus? If no, add “prepare written guidelines for visitors on campus” to action plans.	Yes
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	Yes
Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a “culture of compliance” related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	Yes
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you.	

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	There is sufficient signage regarding visitors on campus and the office staff use the Verkada visitor system with fidelity.
A C T I O N S	n/a

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Gail Houser	1/11/26

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating “routine” arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add “create ingress/egress plan” to the suggested action plans.	Yes
Does the school have a plan to ensure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check.	Yes
Is there a plan to ensure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary “key holder” was not available?	Yes
Is there sufficient signage directing visitors? If no, add “consider exterior/interior signage” to suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The administration and custodial staff check gates for safety and to ensure emergency egress can occur.
A C T I O N S	n/a

COMPREHENSIVE SCHOOL SAFETY PLAN

3.17 Anti-Harassment Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Are all staff members trained as required in policy? A "no" answer requires a suggested action plan that all staff meet training requirements.	Yes
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The Human Resources department provides access to a software platform that allows all staff to complete the anti-harassment training.
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A C T I O N S	n/a
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Review the current policy, specific to “gang related apparel.”

If the policy does not address gang related apparel, disregard this assessment. If it does, continue.

Conduct a survey

Pick random times during a week and walk the campus specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	n/a
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A C T I O N S	n/a
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COMPREHENSIVE SCHOOL SAFETY PLAN

3.19 – Child Abuse Reporting Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Review your policy, specific to mandatory training.

Are all staff members current in required training? This information should be available through Human Resources. If “no” add an action plan to have all staff current on this training.	Yes
--	-----

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	All staff are required to log in and participate in the Child Abuse Reporting training provided by Human Resources.
--	---

A C T I O N S	n/a
--	-----

COMPREHENSIVE SCHOOL SAFETY PLAN

3.20 – Assess threats of, or respond to dangerous, violent, unlawful acts on campus

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for assessing threats of, or responding to dangerous, violent, or unlawful acts on campus, as well as reporting a threat or perceived threat that a pupil is preparing to commit a homicidal act at a school or school related function to law enforcement? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
Is staff trained in the procedure?	Yes
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	--

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	All site administrators, school psychologists, and school counselors have been trained in the district-adopted threat assessment model (CSTAG).
--	---

A C T I O N S	This training will be repeated to ensure that the procedures are followed.
--	--

COMPREHENSIVE SCHOOL SAFETY PLAN

3.21 – Procedure to respond to opioid overdose. (Grades 7-12 only)

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to an opioid overdose on campus? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
Are key staff trained in the procedure?	Yes
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	--

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The school practices using the Narcan located at the site twice a year.
--	---

A C T I O N S	Need to ensure that staff know where the Narcan is located.
--	---

COMPREHENSIVE SCHOOL SAFETY PLAN

3.22 – Procedure to respond to sudden cardiac arrest or life-threatening medical emergency This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	1/11/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to a sudden cardiac arrest or life-threatening medical emergency? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
Are key staff trained in the procedure?	Yes
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	The school practices with the AED twice a year.
--	---

A C T I O N S	The school needs to ensure that each staff member knows where the AED is located and that the after-school staff can access the AED.
--	--

COMPREHENSIVE SCHOOL SAFETY PLAN

3.23 – US Immigration and Customs Enforcement on School Grounds

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gail Houser	2/2/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for US Immigration and Customs Enforcement on School Grounds? If the answer is no, add "procedure(s) pending" in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes	v
Are key staff trained in the procedure?	Yes	v
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	Yes	v

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

A S S E T S	Private property signs posted as are the Know Your Immigration Rights posters. Office staff are trained, as are school counselors.
----------------------------	--

A C T I O N S	Further training is required for administration.
---------------------------------	--

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.23 – Existing Resources

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Gail Houser	

The law requires safety goals that are specific to the “needs and resources” of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind “resources” include, but are not limited to funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the “Type” column, “funding” means the group can provide money. “Time” means the group/person can provide time that might be needed for safety projects/programs. An example of “Time” would be parent or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	FUNDING	EST \$ 3420
Parent Group(s)	FUNDING	EST \$
Other funding sources	FUNDING	EST \$

COMPREHENSIVE SCHOOL SAFETY PLAN

Step Four – Identify Areas of Desired Change

Step Four provides the opportunity to assess and prioritize the actions identified in Step Three. You will be prompted in Step Five to develop two move forward goals based on these assessments that are reasonable, data driven, and can be accomplished with existing resources.

Two goals address your schools Safe and Orderly Environment; 5.1, the **social** climate-and programs (interpersonal relationships) and 5.2, the **physical** environment-place (physical environment, disaster preparedness). **Social** and **Physical** are in red with the task summaries that correspond to 5.1 Social and 5.2 Physical.”

Finally, please remember to make your goals reasonable and attainable within existing resources.

ASSETS	ACTIONS
3.3 Crime Assessment Social / Physical	
Assets: All classrooms have disaster supplies including elements necessary for toileting. Also includes sanitary supplies. Suggested Action Plans: Need to update access to safe drinking water and emergency food.	Fall 2025- Emergency supplies inventoried. Winter 2026- P\Replacement water and food ordered. Emergency supplies to be relocated to improve accessibility to students and staff.
3.4 Tactical Response Plan Physical	
SGUSD enjoys a strong partnership with SGPD, especially with the SCET as a integrative asset.	Work order has been places for fire alarm system maintenance and repair.
3.5 Lockdown Procedure Physical	
Plans and protocols have been reviewed with staff. Feedback had been collected to improve the system.	Maintain consistent implementation of district safety committee protocols.
3.6 Disaster Plan, Incident Commander Physical	
District is assisting with informal incident command training by being present and providing coaching during drills.	There is a need to determine if the forms the school uses during safety drills align with ICS.
3.7 Disaster Plan, General Physical	
Assets: All classrooms have disaster supplies including elements necessary for toileting. Also includes sanitary supplies.	Need to refresh to safe drinking water and emergency food.

COMPREHENSIVE SCHOOL SAFETY PLAN

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
School has a first aid kit as well as an AED on campus. Currently staffed with a Health Aide who has basic first aid training and current CPR certification.	The school needs to create a written disaster plan for the the campus medical team.
3.9 Disaster Plan, Search & Rescue Physical	
The school is aware that there is a need to develop a search and rescue team.	Written procedures need to be created for the search and rescue team.
3.10 Disaster Plan, Reunification Physical	
The District Safety and Emergency Committee has adopted the i love you guys reunification procedures. The school has determined who the greeters and reunifiers are.	Invite parents to pretend to pick up their child using the reunification system at the final loockdown drill of the 2025-26 school year.
3.11 Anti-Bullying Procedure Social / Physical	
The school is revisiting its schoolwide behavior expectations both in the classroom and out of the classroom, this includes behavior guidelines designed to prevent and then respond to bullying. Additionally, every teacher is providing a universal behavior support of anti-bullying teaching using the Wayfinder curriculum.	This work will be continued to ensure bullying is responded to quickly and effectively in alignment with district policies.
3.12 Expulsion / Suspension / Discipline Social	
Student incidents have declined since September.	Continue to develop the schoolwide behavior expectations.
3.13 Notify Teachers of Dangerous Pupils Social	
Coolidge is compliant with this law.	None at this time.

COMPREHENSIVE SCHOOL SAFETY PLAN

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
n/a	n/a
3.15 Visitors on Campus Social / Physical	
There is sufficient signage regarding visitors on campus and the office staff use the Verkada visitor system with fidelity.	n/a
3.16 Safe Ingress / Egress Physical	
The administration and custodial staff check gates for safety and to ensure emergency egress can occur.	n/a
3.17 Anti-Harassment/Discrimination Procedure Social	
The Human Resources department provides access to a software platform that allows all staff to complete the anti-harassment training.	n/a
3.18 Dress Code/Gang Related Social	
n/a	n/a
3.19 Child Abuse Reporting Social	
All staff are required to log in and participate in the Child Abuse Reporting training provided by Human Resources.	n/a

COMPREHENSIVE SCHOOL SAFETY PLAN

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
All site administrators, school psychologists, and school counselors have been trained in the district-adopted threat assessment model (CSTAG).	This training will be repeated to ensure that the procedures are followed.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
The school practices using the Narcan located at the site twice a year.	Need to ensure that staff know where the Narcan is located.
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
The school practices with the AED twice a year.	The school needs to ensure that each staff member knows where the AED is located and that the after-school staff can access the AED.

COMPREHENSIVE SCHOOL SAFETY PLAN

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - “People.”

The social climate, people and programs.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Update and implement the Coolidge Elementary School Positive Behavior Intervention Plan (PBIS)

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Communicate the schoolwide behaviors.	Principal	6/1/26

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 5.2 - Component 2 Goal - “Place.”

The physical environment.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Create a Coolidge Elementary School playground code of conduct aligned to PBIS.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Create signage reminding students of the rules	Principal	6/1/26

COMPREHENSIVE SCHOOL SAFETY PLAN

Step Six – Share & adopt the plan

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well proof of written invitations to the Mayor, representatives from school employee groups, teacher groups, parent groups, student government as well as anyone requesting to be invited are attached.	Date
	1/23/26

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the district office for approval.	Date
	1/29/26

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process

School Site Council/ English Learner Advisory Council

Coolidge Elementary

School Site Council and English Learner Advisory Council Meeting

January 29, 2026 Agenda

- Meeting Called to Order

- Review of of Combined SSC and ELAC
Vote: unanimously approved to combine SSC and ELAC

- Elections
Nomination/ Vote ELAC President
 - Presentation of Coolidge School Safety Plan-
a. Questions/ Answers

Open discussion

- Topics included:
 - PBIS
 - School Safety
 - other

- Meeting Adjourned at 4:42pm

Next Meetings:

Meeting 3: **March 19, 2026 at 3:15pm**

Meeting 4: **May 14, 2026 at 3:15pm**

Consejo Directivo Escolar y

Comité Asesor de Padres de Estudiantes Aprendiendo Inglés

Primaria Coolidge

Consejo Directivo Escolar (SSC, por sus siglas en inglés) y Comité Asesor de Padres de Estudiantes Aprendiendo Inglés (ELAC, por sus siglas en inglés)

29 de enero de 2026 Agenda

- Orden del día
- Revisión de proceder a que las reuniones de los comités del SSC y ELAC se realicen al mismo tiempo
Votación: se aprobó por unanimidad que se combinen las reuniones del SSC y ELAC.
- Elecciones
Nominación/Votación para el presidente del ELAC
 - Presentación del plan de seguridad escolar de Coolidge-
 - a. Preguntas/Respuestas

Plática abierta

- Temas a tratar:
 - Programa de intervenciones y apoyos positivos a la conducta (PBIS, por sus siglas en inglés)
 - Seguridad escolar
 - otros
- Clausura de la sesión

Próximas reuniones:

Reunión 3: **19 de marzo de 2026 a las 3:15pm**

Reunión 4: **14 de mayo de 2026 a las 3:15pm**

学校校务委员会/ 英语学习者咨询委员会

Coolidge小学

学校校务委员会(SSC)和英语学习者咨询委员会(ELAC)会议

2026年1月29日 议程

- 会议宣布开始
- 审议SSC和ELAC合并事宜
投票:一致通过合并SSC和ELAC
- 选举
提名/ 投票选举ELAC主席
 - Coolidge小学安全计划介绍 -
b. 问答环节

公开讨论

- 讨论主题包括:
 - PBIS(积极行为干预和支持)
 - 学校安全
 - 其他

- 会议于下午4:42散会

下次会议:

第3次会议: 3月19日, 2026年下午3:15
第4次会议: 5月14日, 2026年下午3:15

School Site Council/ English Learner Advisory Council

**January 29, 2026 Minutes
Coolidge Elementary**

School Site Council and English Learner Advisory Council Meeting

- Meeting Called to Order 3:45pm
- Review of of Combined SSC and ELAC- **TABLED**
- Elections
Nomination/ Vote ELAC President **TABLED**
 - Presentation of Coolidge School Safety Plan-
a. Questions/ Answers

Open discussion

- Topics included:
 - PBIS
 - School Safety
 - other

- Meeting Adjourned at 4:42pm

Next Meetings:

Meeting 3: **March 19, 2026 at 3:15pm**

Meeting 4: **May 14, 2026 at 3:15pm**

Consejo Directivo Escolar y

Comité Asesor de Padres de Estudiantes Aprendiendo Inglés

Primaria Coolidge

Consejo Directivo Escolar (SSC, por sus siglas en inglés) y Comité Asesor de Padres de Estudiantes Aprendiendo Inglés (ELAC, por sus siglas en inglés)

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Votación: se aprobó por unanimidad que se combinen las reuniones del SSC y ELAC.
- Elecciones
Nominación/Votación para el presidente del ELAC
 - Presentación del plan de seguridad escolar de Coolidge-
a. Preguntas/Respuestas

Plática abierta

- Temas a tratar:
 - Programa de intervenciones y apoyos positivos a la conducta (PBIS, por sus siglas en inglés)
 - Seguridad escolar
 - otros
- Clausura de la sesión

Próximas reuniones:

Reunión 3: **19 de marzo de 2026 a las 3:15pm**

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学校校务委员会/ 英语学习者咨询委员会

Coolidge小学

学校校务委员会(SSC)和英语学习者咨询委员会(ELAC)会议

2026年1月29日 议程

- 会议宣布开始
- 审议SSC和ELAC合并事宜
投票:一致通过合并SSC和ELAC
- 选举
提名/ 投票选举ELAC主席
 - Coolidge小学安全计划介绍 -
b. 问答环节

公开讨论

- 讨论主题包括:
 - PBIS(积极行为干预和支持)
 - 学校安全
 - 其他

- 会议于下午4:42散会

下次会议:

第3次会议: 3月19日, 2026年下午3:15

第4次会议: 5月14日, 2026年下午3:15

HomeAdminAdd-ons

Search Posts

Coolidge Elementary
Mitch School

Add your Parent Account to see your children.

COMMUNICATE

Posts

Scheduled & Draft Posts

Messages

Alerts and Notices

EXPLORE

PARTICIPATE

Groups

During ground shaking, teachers and students will remain [Read More](#)

Appreciate · Print

8,469 Notified · User Preferred Notifications · Staff, Parents, Students, and Guests

17 people appreciate this post

RL

School Site Council Meeting (Open to Public) 1/29/26 at 3:15

Ricky Le · 21 days ago · Friday, Jan 23 at 3:40 PM · Coolidge Elementary

Coolidge Elementary will have its School Site Council meeting for January on January 29, 2026 in the cafeteria at 3:15. The meeting is open to the public for the first portion to discuss the school's safety plan. Your feedback on Coolidge's school safety plan is welcomed.

Appreciate · Comment · Print

422 Notified · User Preferred Notifications · Staff and Parents

2 people appreciate this post



SAN GABRIEL UNIFIED SCHOOL DISTRICT

"Our Children's Future is our Mission"

408 JUNIPERO SERRA DRIVE • SAN GABRIEL, CALIFORNIA 91776
(626) 451-5400 • FAX (626) 451-5494 • www.sgusd.k12.ca.us

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CHERYL A. SHELLHART, *President* • GINA CHI, *Vice President*
DR. GARY THOMAS SCOTT, *Clerk* • ROBERT MERCADO, *Member* • ROCHELLE KATE HAAS, *Member*

January 15, 2026

To Whom It May Concern:

Each school in the San Gabriel Unified School District is required by state law [EC 32280](#) to develop, annually update, and adopt their Comprehensive School Safety Plan. You are receiving this invitation because [EC 32288](#) also requires that we invite you in writing to a public meeting where the plan will be discussed. Each San Gabriel Unified School District school site has specific date for their meeting, and you are encouraged to access the school's website or contact the Office Manager for information about the meeting:

Del Mar High School	Ms. Yao (626) 291-5723
Gabrielino High School	Ms. Jones (626) 573-2453
Jefferson Middle School	Ms. Aguilar (626) 287-5387
Coolidge Elementary School	Mr. Le (626) 282-6952
McKinley Elementary School	Ms. Mier (626) 288-6681
Roosevelt Elementary School	Ms. McGee (626) 287-0512
Washington Elementary School	Ms. Dodd (626) 282-9970
Wilson Elementary School	Ms. No (626) 287-0497

Sincerely,

Ruth Esseln

Director of Student Services, San Gabriel Unified School District

CC:

Denise Menchaca, Mayor of San Gabriel
Kathryn Barger, Los Angeles Supervisor
Jim Symonds, Superintendent of San Gabriel Unified School District
Dr. Joan Perez, Assistant Superintendent of San Gabriel Unified School District
Ross Perry, Superintendent of San Gabriel Unified School District
Dr. Chau, Superintendent of San Gabriel Unified School District
SGUSD Site Administrators
Lisa Durandette, SGTA President
Liesel Gatliff, Teamsters Chief Steward
PTSA Site Representatives
Student Body Government Representatives

ADMINISTRATION

JAMES SYMONDS, *Superintendent* • DR. DERRICK CHAU, *Assistant Superintendent, Business Services*
DR. JOAN PEREZ, *Assistant Superintendent, Educational Services* • ROSS PERRY, *Assistant Superintendent, Human Resources*



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San Gabriel Unified's Learning Continuity Plan (Instructional Continuity Plan)

Aligned with California Senate Bill 153 (Chapter 38, Statutes of 2024) and California Education Code (EC) Section 32282(a)(3)

Date of Adoption by Governing Board: April 15, 2025

This Instructional Continuity Plan (ICP) is hereby incorporated into the San Gabriel Unified School District Comprehensive School Safety Plans (CSSP), as mandated by California Education Code (EC) Section 32282(a)(3) and Senate Bill 153, to ensure all students have access to instruction during a natural disaster or emergency.

- I. Protocol for Engaging with Pupils and Families Following an Emergency (EC § 32282(a)(3)(A)(i))
- II. The San Gabriel Unified School District will implement the following protocol to engage with pupils and their families as soon as practicable, but no later than five (5) calendar days following a natural disaster or emergency that disrupts in-person learning:
 - a. Communication Protocol
- III. Emergency Communication Timeline: Within 5 calendar days following an emergency SGUSD will:
 - i. Establish two-way communication with students and families through:
 1. Text messaging alerts
 2. Email notifications
 3. ParentSquare school and District announcements
 4. Phone calls to families
 5. Local radio announcements (for widespread power outages)
- IV. Backup Communication Methods:
 - i. Paper flyers distributed at emergency shelters and community centers
 - ii. Local radio station partnerships for broadcasting essential information
 - iii. Mobile communication stations with generators if infrastructure is damaged

ADMINISTRATION

JAMES SYMONDS, *Superintendent* • LAWRENCE FERCHAW, *Assistant Superintendent, Business Services*
DR. JOAN PEREZ, *Assistant Superintendent, Educational Services* • ROSS PERRY, *Assistant Superintendent, Human Resources*

- V. Social-Emotional and Mental Health Support:
 - i. Virtual counseling services within 48 hours of emergency
 - ii. Check-ins with vulnerable student populations
 - iii. Resource guides for families on managing crisis-related stress
 - iv. Partnerships with local mental health agencies for additional support
- b. Instructional Access Plan
- VI. Timeline: Instruction will resume no more than 10 instructional days following an emergency through:
- VII. Remote Instruction Options:
 - i. Independent Study program aligned with EC sections 51747 and 51749.5
 - ii. Independent Study written agreements distributed at start of school year
 - iii. Device assignment program ensuring all students have necessary technology
 - iv. Digital curriculum accessible both online and offline
- VIII. In-Person Options:
 - i. Temporary relocation procedures to nearby facilities
 - ii. Partnerships with neighboring districts for student placement
 - iii. Transportation assistance for displaced students
 - iv. Modified schedules if facilities are partially available
- IX. Instructional Materials Access:
 - i. Digital access to core curriculum materials
 - ii. 1-to-1 Chromebooks and hotspots
 - iii. Printed emergency learning packets available for pickup
 - iv. Process for delivering materials to students unable to travel
- b. Supporting Special Populations
- X. Students with Disabilities:
 - i. Continuation of accommodations and services per IEPs
 - ii. Specialized materials prepared in advance
 - iii. Training for special education staff on remote service delivery

- iv. Virtual or in-person specialized services based on need and circumstances

XI. English Learners:

- i. Bilingual communication channels
- ii. Adapted instructional materials
- iii. Language support services
- iv. Translation services for families

XII. Foster Youth and Students Experiencing Homelessness:

- i. Designated liaison to maintain contact
- ii. Priority device and hotspot distribution
- iii. Coordination with county services
- iv. Transportation assistance

XIII. 4. Professional Learning

XIV. Staff Preparedness:

- i. Regular training on emergency response procedures
- ii. Regular training on tools that will be used to pivot to remote instruction no more than 10 days following the emergency, more details available through the SGUSD's Independent study Plan
- iii. Technology training on platforms and digital tools
- iv. Professional learning on trauma-informed teaching practices

XV. 5. Technology Plan

XVI. Device Distribution:

- i. 1:1 device program
- ii. Reserve supply of devices for emergency replacement
- iii. Mobile Wi-Fi hotspots available for checkout
- iv. Technical support available remotely

XVII. Digital Learning Platforms:

- i. Age-appropriate course material accessible via multiple devices
- ii. Offline-capable applications and resources
- iii. Cloud storage for student work and teacher resources

XVIII. 6. Return to Site-Based Learning Criteria

XIX. Requirements for Reopening:

- i. Evacuation orders lifted
- ii. Safe air quality levels
- iii. Functioning utilities (power, water, internet)
- iv. Structural safety clearance
- v. Adequate staffing levels
- vi. Functional food service capabilities
- vii. Debris removal and hazard mitigation complete

XX. 7. Implementation and Monitoring

XXI. Oversight Responsibilities:

- i. Regular review and updates to the plan
- ii. Documentation of emergency responses

XXII. VII. Return to Site-Based Learning

XXIII. The return to site-based learning will occur when the conditions outlined below are met. SGUSD will communicate the timeline and any necessary safety protocols for the return to in-person instruction.

XXIV. Requirements for Reopening:

- i. Evacuation orders lifted
- ii. Safe air quality levels
- iii. Functioning utilities (power, water, internet)
- iv. Structural safety clearance
- v. Adequate staffing levels
- vi. Functional food service capabilities
- vii. Debris removal and hazard mitigation complete

XXV. VIII. Compliance and Review

XXVI. This ICP is a component of the San Gabriel Unified School District's CSSP and will be reviewed, updated, and adopted annually by March 1st, in accordance with EC § 32286. The development and implementation of this plan adhere to all relevant statutes outlined

in EC sections 32280-32289.5, including requirements for committees, training, consultation with agencies, disaster procedures, use of SEMS, public presentation, and proper implementation.

- XXVII. This Instructional Continuity Plan is a living document and will be reviewed and updated annually as part of the Comprehensive School Safety Plan process to ensure its effectiveness in supporting our students and families during times of emergency.

SGUSD AB-2887 Medical Emergency Procedures
Effective and to be included in Safety Plans after July 2025

SGUSD Emergency Response Procedures for Cardiac Events and Life-Threatening Medical Emergencies

Immediate Response Protocol

1. Upon discovering an unresponsive individual:
 - a. Check scene safety
 - b. Assess consciousness and breathing
 - c. Call or designate someone to call 911 immediately
 - d. Activate the school's emergency response team

Staff Roles and Responsibilities

1. First Responder (Any staff member who discovers the emergency):
 - a. Remain with the patient
 - b. Begin CPR if qualified
 - c. Direct nearby staff or students to get help
2. School Nurse/Health Staff:
 - a. Respond immediately to emergency location
 - b. Bring emergency medical kit; including Epi-Pen, Narcan, and AED
 - c. Take charge of medical response until EMS arrives
3. Front Office Staff:
 - a. Call 911
 - b. Notify administration
 - c. Direct EMS to the location
 - d. Contact emergency contacts
4. Administrative Staff:
 - a. Ensure area is cleared - remove all onlookers from the area to the greatest extent possible to preserve confidentiality
 - i. Consider modified lockdown to facilitate removal if necessary
 - b. Coordinate with emergency services
 - c. Notify district officials
 - d. Document incident

Equipment and Resources

1. AED Requirements:
 - a. Locations clearly marked and accessible
 - b. Monthly checks documented

- c. Battery and pad expiration dates monitored
 - d. Staff training records maintained
- 2. Emergency Medical Kits:
 - a. Located alongside AEDs
 - b. Inventory list maintained
 - c. Regular supply checks documented

Training Requirements

- 1. Staff Training:
 - a. Annual CPR/AED certification for designated staff
 - i. Health Clerks, required aides, nurses, other staff as available
 - b. Regular drills and scenarios
 - c. Documentation of completed training

Communication Plan

- 1. Internal Communications:
 - a. Emergency alert system protocol, including the use of Stryker-Vocera
 - b. Internal communication chain
 - c. Backup communication methods
- 2. External Communications:
 - a. EMS notification procedure
 - i. Any staff member can call 911
 - ii. Immediately alert office staff and administration that 911 has been called
 - b. Parent/guardian notification protocol
 - c. District office notification
 - d. Media response protocol if needed

Post-Incident Procedures

- 1. Documentation Requirements:
 - a. Incident report forms
 - b. Medical response timeline
 - c. Equipment used
 - d. Staff involved
- 2. Review Process:
 - a. Incident debrief
 - b. Response evaluation
 - c. Procedure updates if needed
 - d. Equipment check and restocking

Prevention and Preparation

1. Update emergency contact information regularly

**San Gabriel Unified School District's
Protocol to ensure the inclusion of students with disabilities into the
Comprehensive School Safety Plan (CSSP)**

In alignment with SB 323, effective January 1, 2024

- By implementing these strategies and fostering a culture of inclusivity and collaboration, SGUSD can better ensure the safety and well-being of all students, including those with disabilities.
- 1. Schools will ensure educational specialists have the opportunity to provide input into the development of the CSSP
- 2. Identify potential safety risks and hazards within the school premises, including those that may disproportionately affect students with disabilities (e.g., inaccessible evacuation routes, lack of assistive technology during emergencies).
- 3. Develop individualized emergency plans (IEPs) for students with disabilities in consultation with their parents/guardians, teachers, and relevant specialists.
- 4. Customize plans to address specific needs, such as mobility issues, sensory sensitivities, communication barriers, or medical conditions.
- 5. Ensure that all staff members are trained on implementing these individualized plans effectively.
- 6. Implement communication systems and emergency alerts that are accessible to students with various disabilities (e.g., visual alarms, tactile alerts, clear verbal instructions).
- 7. Educate students about safety procedures in a manner that is accessible and understandable to all, regardless of ability level.
- 8. Ensure that all areas of the school are accessible to students with disabilities, including entrances, exits, classrooms, restrooms, and common areas.
- 9. Maintain updated contact information for parents/guardians and relevant healthcare providers to facilitate communication and coordination during emergencies.
- 10. Update the school safety plan as needed to reflect changes in student populations, advancements in technology, or emerging best practices in inclusive safety.

Earthquake

- Drop to the floor
- Cover your head and neck and seek shelter under your desk or table

Fire

- Evacuate the building and ensure all are accounted for

Shelter in Place

To keep students and staff safe in the case that hazardous materials may have been released into the atmosphere.

- Bring everyone into the room
- Shut and lock the door
- Close and lock all windows, exterior doors, and any other openings to the outside

Lockdowns

Modified Lockdown

When threat is identified that is NOT on campus

- Move inside
- Lock doors
- Continue instruction
- Ok to escort students to the bathroom
- No in or out of the exterior of the campus

Lockdown

When threat is present on campus

- Move inside
- Lock doors
- Cover windows (to the extent possible)
- Move everyone to the door-side wall and out of sight
- Do not hide under desks
- Leave lights on
- Be silent
- Put phones on “do not disturb”

SGUSD Drill Procedures

SB 323 (Effective Jan 1, 2024) Requires safety plans to include adaptations for students with disabilities; students must be included as appropriate in school drills to allow staff to practice individualized needs of students in case of a crisis.

1. A week before, alert your parent/guardian and staff communities that there is a drill scheduled; do not give the exact date or time of the drill.
2. Direct teachers to review the procedures and rationale for the drill with students in a calm, informational, and age-appropriate manner before the drill occurs.
3. SGUSD's drill protocol is in alignment with the National Association of School Psychologists recommendations (2017):
 - a. No scenarios (including banging on doors)
 - b. Drills are developmentally appropriate
 - c. Take into consideration previous traumatic experiences of youth
 - d. Are always announced
4. After the drill,
 - a. distribute the [Feedback](#) form to staff
 - b. Send a brief ParentSquare notice letting the families know that the drill is over and that it was successful.

Lockdown

- Move all students inside quickly; invite and urge students to enter even if they are not rostered for that class at that time
- Cover the windows as much as possible
- Move all students to the door-side wall
- Do not hide under desks
- Leave the lights on
- Ensure all students are silent and that all phones are silenced or turned off

Lockdown for 6-12 ONLY

- BEFORE the drill; in a calm manner share this information with the students:

"The forthcoming lockdown drill will not include a scenario and therefore all students on campus will lockdown in a classroom. However, in the case of an actual threat, if you are close to a dangerous situation, move away as quickly as possible from the threat; even leave campus if you need to. If you are not close to the threat, the safest strategy is to lockdown to the area closest to you."

Modified Lockdown

- Move inside; it is ok to take the time to move students to the correct classroom where they are rostered
- Lock doors
- Continue instruction
- It is ok to escort students to the bathroom
- No in or out of the exterior of the campus

Fire Procedures (click [HERE](#) for the SGUSD Fire Drill AR 3516.1)

- Lead students to the designated exit and gathering area
- Check that all students are accounted for
- Notify Incident Command if any students are missing
- When given the all clear; lead students back to the classroom

Earthquake Drill (directions modified from the Centers for Disease Control)

- DROP down onto your hands and knees immediately.
- COVER your head and neck (and your entire body if possible) underneath a sturdy table or desk.
- HOLD ON to your shelter (or to your head and neck).
- When deemed safe to do so, follow the school's evacuation procedures

Shelter-in-Place

This is a precaution aimed to keep students and staff safe in the case that hazardous materials may have been released into the atmosphere:

Shelter in Place Procedures (modified from the Department of Public Health)

- Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.

NARCAN ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- **Call for help- Dial 911.**
- Request Advanced Life Support.
- **Assess breathing: Perform rescue breathing if needed.**
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure and you are pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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Harm Reduction Coalition. (n.d.). Perform Rescue Breathing. Available at: <http://harmreduction.org/issues/overdose-prevention/overview/overdose-basics/responding-to-opioid-overdose/perform-rescue-breathing/>

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San Gabriel Unified School District Policy for Student Threats to Harm Others
In alignment with EC 32282 – effective January 1, 2024

(based on Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence, Cornell, D.)

Rationale: All students have the right to attend school in a safe and orderly environment that is conducive to learning. For this reason, there will be a standard procedure for investigating and responding to student threats to harm others.

Threat assessment: In order to maintain the safety of students and school personnel, student threats to harm others will be reported to the school principal. The principal or designee will lead a threat assessment team whose purpose is to conduct a threat assessment to determine the seriousness of the threat and take necessary steps to protect others and maintain a safe and orderly learning environment. Threat assessment team may include a representative from law-enforcement, a mental health, professional, and other members of the school staff designated by the principal.

Substantive and Transient threats: A threat that is judged to involve sustained, serious intent to harm someone is termed a “substantive” threat. A threat that is judged not to be serious, because it can be immediately resolved so that there is no sustained intent to harm, is termed a “transient” threat. Judgments about the seriousness of a threat will be based on a consideration of the context and meaning of the threat. When the seriousness of a threat is unclear, the principal will treat the threat of substantive threat until its status is determined.

Disciplinary consequences: Both substantive and transient threats are subject to the full range of disciplinary consequences. In deciding on disciplinary consequences, the principal or designee will consider the seriousness of threat and the degree to which the threat is disruptive to a safe and orderly environment conducive to learning for all students.

Parent notification: When a student is reported to have made a threat to harm others, the principal or designee will conduct an immediate threat assessment of the student for the purpose of determining the seriousness of the threat and will take necessary steps to protect others and maintain a safe and orderly learning environment. A threat assessment may include interviewing the student who was reported to make a threat and interviewing other students who have knowledge of the threat or information relevant to the safety of others. Parents will be notified promptly when a student has been interviewed about a report of threat.

Law enforcement notification: If a student is determined by the principal or designee to have made a substantive threat to harm others, and this threat involves a threat to kill, severely injure, or commit a sexual offense, the threat will be reported to law enforcement.

Notification of intended victims and parents: If a student is determined by the principal or designee to have made a substantive threat to harm others, and the threat targets specific, identifiable victims, the intended victim(s) of the threat will be advised of the nature of the threat and the identity of the student who made the threat. If an intended victim is a student, the student’s parents will also be notified.

Mental health assessment: If a student is determined by the principal or designee to have made a substantive threat to her mothers, the student will be seen by a School psychologist, counselor, clinical, social worker, or other mental health, professional to determine the students immediate mental health status, and safety needs.

Student suspension: when a student is determined to have made a substantive threat to harm others, the student may be suspended from school. During the suspension period, the threat assessment team will gather information necessary to develop a plan for meeting the student’s educational needs and maintaining a safe and orderly school environment.



SAN GABRIEL UNIFIED SCHOOL DISTRICT

"Our Children's Future is our Mission"

Procedures to Address the Mental Health of Students Who Have Witnessed a Violent Act on Campus, Going to or from School, or at any other School Related Event

In the event that it is brought to the attention of school staff that a student has witnessed a violent act on campus, going to or from school, or at any other school related event:

1. Refer the student to the school counselor; this takes precedence over being in class. The school counselor should meet with the student even if the student says they would prefer not to.
2. Ensure that the appropriate administrator is informed of the situation and who is taking the lead on responding to the needs of the child.
3. Contact the student's parent/guardian and ensure they are fully informed of what the student witnessed.
4. The school counselor will determine if the student needs further assistance; this may include:
 - a. If the violent act occurred in a classroom or with a clearly defined group of students, then the students may be met with as a group by the school counselor, or at the middle school or high school, the Wellness Counselor.
 - b. A weekly check-in for the next 6-8 weeks by the student's school counselor
 - c. At the high school, depending on the nature of the violent act witnessed, a referral to a Peer Helper.
 - d. A referral to the School Based Mental Health program to meet with an intern or an outside therapist (only appropriate if the student has Medi-Cal insurance).
 - e. Advising the parent on how to access their private insurance to access therapy for their child.
 - f. Communicate with the student's teacher(s) to ensure that they are aware that they student may be need support and flexibility due to the social-emotional impact of witnessing the violent act.

A narrative of the incident and the steps taken in response will be memorialized in Aeries under the "Guidance" tab.

If there is no school counselor available, then these steps can also be taken by the school psychologist, the SGUSD's Licensed Clinical Social Worker, or the Child, Welfare, and Attendance Counselor.

Verkada Guest Resource Guide

Link to Access Dashboard

<https://command.verkada.com/guest>

Sign-In Steps from Visitor's Perspective

- 1) *Enter* either a **phone number** or an **email address**
 - a) If a number is entered, visitors will receive a confirmation text message and a reminder to sign out
 - b) Visitors can also sign out by responding to the same text message with "Bye" to sign out.
- 2) *Scan* **driver's license** or **state identification card** for a background check
 - a) System checks local and state-based sex offender registries
 - b) Visitors have the option to save their name and date of birth for 90 days to expedite future visits
 - c) If a scan fails or if the scan times out, a pop-up notice will appear on your dashboard to manually enter their first name, last name, and date of birth exactly as they appear on the ID.
- 3) *Type* in the **first name** of a host and *select* from the list. **Note:** The system will not recognize Mr., Ms., or Mrs. (if applicable)
- 4) *Complete* a **questionnaire** (if applicable)
- 5) *Take* a **picture**
- 6) *Receive* a welcome **text** or **email**
- 7) *Collect* their printed **badge** from office staff
- 8) Two hours after sign-in, visitor will *receive* a **text message reminder** (if entered) to sign out

Procedure if a Potential Database Match is Found

- 1) Review the alert in the Verkada dashboard based on the information presented

a) Below is an example alert:

Security screening - potential match found

Please review the background check results.

Contractor



John Doe

Date of birth
02/01/1957 (64 years old)

Address
123 Main St
Phoenix, AZ 85007



Offender - AZ

John Doe

Date of birth
02/01/1957 (64 years old)

Address
123 Main St
Phoenix, AZ 85007

Gender	Hair Color	Eye Color
Male	Brown	Brown
Height	Weight	
5'-08"	185	

Does the guest match this offender?

Yes

No

Please confirm this match

Are you sure the guest matches this offender? You can click the photos to take a closer look.

Confirm

ID scanned at 12:26 (10 min ago)



Signed in via tablet • Sample

 Parent

 Feedback

 Help

- 2) If the information from Verkada Guest and the scanned ID match, confirm the match to deny entry. This will send an email alert to the Principal and Office Manager.
- 3) Let the visitor know there is a problem with their check-in and that a conversation with the Principal is needed. We suggest having them take a seat while the conversation is taking place.

Guest Types

SGUSD Employees / Substitutes

- For any SGUSD employees or substitutes (including SWING subs) who are from other schools or from the district office. Residents of the respective campus do not need to sign in.
- Does NOT ask for an ID scan.

Visitor / Volunteers

- For any individuals who are on campus for a short period of time with a reasonable visitation purpose.
- Asks for an ID scan.

Service Providers / Vendors

- For any service providers, such as therapists, DCFS, Right at School, Parks and Recreation, etc.

- Asks for an ID scan.
- Guests Under 18
- For those who are under 18 years of age **OR** who do not have a valid form of government identification.
 - Does **NOT** ask for an ID scan
 - **Important Note:** If the visitor states they lost their ID, do not have an ID due to immigration status, or are under the age of 18, please select this “Guests Under 18” button **for them**. We must attempt to minimize misuse by those wanting to bypass our procedures.
 - **We still need to note visitors’ presence on campus despite their lack of ID.**

Who Needs to Sign In?

For the safety and security of campus, any individual (excluding employees of the respective campus) who enters past the main office will need to sign in using the system. Visitors must also visibly show their printed name tag or an SGUSD ID badge.

Who Needs to Scan Their ID?

Required ID Scan	Not Required
Interns	SGUSD Employees, including district and SWING substitutes
Visitors	Individuals under 18 years of age
Volunteers	
Parents	
Consultants	
Service Providers (Options for Youth, Parks & Rec, Right at School, etc)	
Any other non-SGUSD employees	

Note: If visitors check the box to allow and agree to save their ID for 90 days, it will not ask again for their next visit until 90 days after the first scan.

What types of IDs will work?

All U.S. state–issued driver’s license or ID cards. Passports and other forms of identification are not supported by the system, however, passports may work.

Printer Label

What type of labels does the Brother printer use?

The printer accepts DK-1202 labels.

How many badges can be printed from a roll of DK-1202 labels?

About 300 labels

Will the District provide replacement labels?

Upon implementation of Verkada Guest in the Spring of 2023, District will provide **two** full rolls.

After these rolls are used, it is up to the school site to purchase additional labels.

How do I replace the labels?

For instructions on how to replace the labels, please refer to this link:

https://support.brother.com/g/b/fagend.aspx?c=us&lang=en&prod=lpql820nwbeus&faqid=faqp0000397_005

Experiencing Technical Issues or Need Assistance?

Please contact Eric Chau at chau_e@sgusd.k12.ca.us

Regulation 1445: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 02/10/2026 | **Last Reviewed Date:** 02/10/2026

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
 - b. A description of the records to be disclosed
 - c. The reason for the release of information
 - d. The parties or class of parties receiving the information
 - e. A copy of the records to be released, if requested by the parent/guardian or student
4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

- a. The signature and signature date of the employee
- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee
2. For requests regarding student information, provide the student's parent/guardian, or the student, if the

student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records
4. Contact and consult with the district's legal counsel or Superintendent or designee
5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use

information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.
