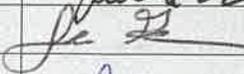
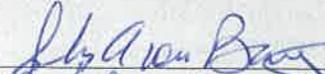
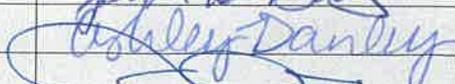


Comprehensive School Safety Plan

2025-26 School Year

School: Walden Academy
CDS Code: 11101160124909
District: Walden Academy Charter School
Address: 1149 W. Wood Street
 Willows, CA 95988
Date of Adoption: February 24, 2026
Date of Update: February 3, 2026
Date of Review:
 - with Staff March 2026
 - with Law Enforcement Mailed March 2026
 - with Fire Authority Mailed March 2026

Approved by:

Name	Title	Signature	Date
Julia Mercado	Board Vice President		2-24-26
John Gladman	Board President		2/24/26
Sandy Von Bargaen	Board Member/ Community Member at Large		2/24/26
Ashley Danley	Board Secretary		2/24/26
Jon Owens	Board Treasurer		02/24/2026

Review and Updates of this Instructional Continuity Plan (ICP)31

Procedures for Immigration Enforcement Notification32

Procedures Regarding Pupil Smartphone Use During Emergencies35

Safety Plan Review, Evaluation and Amendment Procedures36

Emergency Contact Numbers37

Safety Plan Review, Evaluation and Amendment Procedures38

Walden Academy Incident Command System39

Incident Command Team Responsibilities40

Emergency Response Guidelines41

Step One: Identify the Type of Emergency41

Step Two: Identify the Level of Emergency.....41

Step Three: Determine the Immediate Response Action41

Step Four: Communicate the Appropriate Response Action42

Types of Emergencies & Specific Procedures.....44

 Aircraft Crash44

 Animal Disturbance.....44

 Armed Assault on Campus44

 Biological or Chemical Release.....44

 Bomb Threat/ Threat Of violence45

 Bus Disaster.....45

 Cardiac Arrest.....45

 Disorderly Conduct46

 Earthquake.....46

 Explosion or Risk Of Explosion47

 Extreme Weather.....47

 Fire in Surrounding Area48

 Fire on School Grounds48

 Flooding48

 Loss or Failure Of Utilities49

California Comprehensive School Safety Plan (CSSP) Overview

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

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

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

How to write your School Safety Plan

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

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

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

decisions and embrace honesty, accountability, and perseverance. We nurture a supportive environment igniting curiosity and building a strong academic foundation, aiming to cultivate respected leaders who uphold these ideals in society.”

Our Mission

Walden Academy is dedicated to fostering integrity, academic excellence, and social-emotional growth in our students. With small class sizes and low student to adult ratio, we create a nurturing environment that values curiosity, accountability, and perseverance, guided by the CARES traits. Utilizing Responsive Classroom and Toolbox strategies, we offer personalized intervention time and rigorous academics to instill a growth mindset. Our River Hawk STEM and Ag program connects students to their rural roots while preparing them for future success, supported by hands-on learning and engaging out of school learning experiences. We value and seek active partnerships with families and the community to enhance our students' educational experiences.

To achieve the vision and mission of Walden Academy, we will provide a safe, orderly, and secure environment conducive to learning. We intend to keep students safe from physical and social/psychological harm.

- c. Follow the advice and/or directions given by the officer or social worker.
- d. Complete the official reporting form, SS8572. For reporting purposes, you must use the official form. This report MUST BE COMPLETED WITHIN 24 HOURS FROM THE TIME THE ALLEGATION IS RECEIVED.
- e. Fax, email or mail the original to the reporting agency at:
- f. File either the original or a copy in a separate confidential file in the school's administration office.
- g. Notify School Director that a report has been made.
- h. School Superintendent will contact the President of the Walden Academy Board of Directors, when the report involves a school employee or a student perpetrator.

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

Disaster Plan

The director or designee shall assume overall responsibility for the implementation and direction of disaster procedures.

The School Superintendent will:

- 1) Develop and direct evacuation of the building if appropriate during an emergency. School walkie talkies, school telephones and intercoms, and individual cell phones shall be used.
- 2) Arrange for transfer of students when floods or approaching fires or other disaster threatens their safety.
- 3) Issue orders to teachers if children are to assemble in pre-selected safer areas within the school facility.
- 4) Schedule monthly fire/disaster drills and keep appropriate records.
- 5) Use discretionary judgment in emergencies, which do not permit execution of prearranged plans.
- 6) Inform the Board President or designee of all emergency actions taken as soon as reasonable.
- 7) Post directions for fire drills and evacuation routes in classrooms, offices, multiuse rooms, etc.
- 8) Be responsible for the development and update (at least annually) of the individualized school emergency plan.

Teachers shall be responsible for supervision of students in their charge. Teachers will:

- 1) Maintain emergency supplies.
- 2) Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signal over school telephones and intercoms, individual cell phones, or walkie talkies. .
- 3) Give clear directions to students
- 4) Take roll as soon as possible when the class is relocated in an inside or outside assembly area or at another location.
- 5) Report missing students to the director or designee as soon as possible.
- 6) Report students with serious injuries to the Director or designee. Provide simple first aid to minor injuries with first aid supplies kept in designated kits.

School Office Staff includes the office manager, receptionist, facilities manager and any other person whose duties require him/her to help with the operation of the main office. School Office Staff will:

- 1) Report a fire or disaster to the appropriate authorities.
- 2) Assist the director by receiving classroom reports and providing information regarding missing or injured students/staff to the Administrator-in-Charge.
- 3) Provide for the safety of essential school records and documents.
- 4) Answer phones, monitor radio emergency broadcasts and assist the school nurse/health clerk as needed for all emergency health care issues.
- 5) Help with the release of students in all emergency situations.

engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students using a behavioral matrix. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The School Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the front office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Walden Academy. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- *While on school grounds
- *While going to or coming from school
- *During the lunch period, whether on or off the school campus
- *During, or while going to or coming from a school sponsored activity
- *All acts related to school activity or school attendance occurring within the School Grounds

The Director may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

1. EC 48900 (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2. EC 48900 (a2) Willfully used force or violence upon the person of another.
3. EC 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. EC 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. EC 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. EC 48900 (e) Committed or attempted to commit robbery or extortion.
7. EC 48900 (f) Caused or attempted to cause damage to school property or private property.
8. EC 48900 (g) Stolen or attempted to steal school property or private property.
9. EC 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
10. EC 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
11. EC 48900 (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in

policy.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Director.

It is unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

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

Gang-related apparel has no place on the Walden Academy campus. No clothing, articles of clothing, jewelry, or accessories related to a gang will be permitted on campus or at any school activity.

Walden Academy School Dress Code:

I. Purpose

As leaders in our community, it is our desire for students to be good examples to our community in both appearance and behavior. We believe there is a definite relationship between good dress habits, good work habits, and proper school behavior. We believe that proper student dress in association with continual effort for good attitude and behavior are important elements for a successful learning environment. The goal of the Common Core State Standards is that children end their public school education college and career ready. We believe that appropriate dress is an important stepping stone to college and career readiness.

II. These policies apply to all students. Special Note to Parents - Please read the dress code carefully encouraging and guiding your child to wear acceptable dress at school. We appreciate your cooperation in this area.

A. Shirts, blouses, or other clothing items featuring pictures or slogans that depict foul language, inappropriate actions, or suggestive double meanings are not permitted. Additionally, clothing that advertises alcohol, controlled substances, or other inappropriate content is not allowed.

B. The dress code applies to all student activities (i.e. field trips, class parties, school plays, graduation, banquets, etc.) on and off campus. For any of these events, we urge students to wear Walden attire or our school colors of blue and gold/yellow.

C. No clothing, articles of clothing, jewelry, or accessories related to a gang will be permitted on campus or at any school activity.

D. All clothing must fit properly. They should not be too tight or too baggy.

E. P.E. clothing/sporting events dress must be modest and appropriate to the sport.

F. Students should be neatly dressed at school. NO distressed pants or tops with holes or slashes.

G. Tight fitting clothing is not acceptable.

H. Short tops which expose any part of the midriff skin are not permitted. This includes when arms are lifted straight out to shoulder height (a "T" formation).

I. No undergarments are permitted to show through the outerwear

J. Strapless and backless shirts and dresses or those with a cutout back are not permitted unless a tank shirt is worn underneath.

K. Wheelie shoes must have the wheels removed while on school grounds.

L. No choke chains, wallet chains, or dog collars are allowed. No studs or spikes may be worn on belts or accessories.

III. Girls

campus.

Specific Procedures for Student Loading & Unloading

Vehicle Traffic—Wood Street permits both eastbound and westbound vehicle traffic. Dropping off students on Wood Street is prohibited. Once within the school and church parking lot, drive cautiously.

Pedestrian Traffic—Pedestrian traffic on Wood Street and Pacific Avenue is permissible.

Drop Off—Upon entering the school site, proceed to the designated area within the fenced boundary without stopping. Stops should be brief, and drivers must remain in their vehicles.

Pick-Up—If your child is not in the designated pick-up area upon your arrival, park in a designated space until they emerge. Long-term parking is not permitted in the loading zone.

Drop-off Area—For safety reasons, students should be dropped off from the passenger side of the vehicle in the designated drop-off area in front of the classroom wing.

Collecting Students at Pedestrian Gate:

A. Parents should utilize the crosswalk to walk from the parking area and wait at the gate for their child.

B. After collecting their child, parents and students should return to the parked car via the crosswalk.

Rainy Weather Protocol:

Pick-ups will follow the usual route, but students will remain under the awning to stay dry. Staff will use radios to coordinate with classrooms regarding parental arrivals.

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

Goal

Walden Academy Charter School will annually review and evaluate the effectiveness of the Comprehensive School Safety Plan through collaboration with staff, stakeholders, and the School Site Council. The school will use incident data, drill outcomes, staff feedback, and changes in state or local requirements to identify areas for improvement. Based on this review, revisions will be made to safety procedures, training protocols, and emergency response practices to ensure a safe, prepared, and supportive learning environment for all students and staff.

Component:

Safety

Element:

Address items on campus that need improvement per The Vulnerability Assessment created by Glenn County Office of Education.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Traditional locks and chains can be cut easily by criminals.	Replace chain with case-hardened security chains and disc locks.		Facilities Director	Verify steps taken to replace chain and locks.
Annually (or as frequently as needed) change codes on locks.	Entrance gate access codes will be routinely updated to maintain campus security and prevent unauthorized access resulting from shared or compromised codes.		School Custodian	Verify through gate checks.

The goal of this training is to empower students and staff with knowledge and practical strategies to respond safely in an emergency, fostering confidence, preparedness, and a safe school environment for all members of the Walden Academy community.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Walden Academy Charter School is committed to maintaining a safe and respectful school environment and does not tolerate bullying in any form, including in-person bullying, harassment, intimidation, or cyberbullying, in accordance with applicable California Education Code requirements. Bullying prevention is addressed through proactive instruction, clear behavior expectations, and consistent reinforcement of respectful and responsible conduct across all grade levels.

Staff are trained to recognize, respond to, and report incidents of bullying promptly. When bullying is reported or suspected, school staff investigate the situation in a timely manner and work collaboratively with students and families to address the behavior, restore a safe learning environment, and implement appropriate interventions and consequences when necessary.

Walden Academy emphasizes prevention through student education focused on respectful interactions, digital citizenship, and strategies for recognizing and responding to bullying behaviors. Students are encouraged to report concerns to trusted adults, and staff provide guidance and support to students who may be experiencing bullying.

To assist in monitoring and addressing potential cyberbullying concerns, Walden Academy utilizes the BARK for Schools platform to help identify concerning online activity and allow for timely intervention when appropriate. The school's goal is to promote student safety, accountability, and a positive school climate through education, early intervention, and consistent response practices.

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol

Effective Date: January 1, 2024

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10.

I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

II. Immediate Response Procedures

- In the event of a suspected opioid overdose:

1. Immediately call 911.

2. If trained, administer first aid.

3. If available and permitted, administer naloxone.

III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities

1. Purpose and Overview

In compliance with California Education Code and the state mandate, Walden Academy Charter School is committed to ensuring that all students continue to receive high-quality instruction during school closures due to natural disasters, public health emergencies, or other state-declared emergencies. This plan outlines our strategy to transition to alternative instructional methods to maintain student learning and engagement.

2. Activation of the Plan

This plan will be activated when:

The school is physically inaccessible due to wildfires, earthquakes, floods, or other natural disasters.

A state or local emergency is declared, requiring school closure.

A public health emergency (e.g., pandemic) mandates a shift to remote learning.

Utility failures or other unforeseen circumstances make in-person instruction impossible.

The Superintendent/Principal will determine when the plan is activated, in consultation with the Board of Directors, local health authorities, and emergency management agencies.

3. Instructional Delivery Methods

When in-person learning is not possible, the school will transition to one or more of the following instructional methods:

A. Synchronous (Real-Time) Online Instruction

Platform: Google Classroom, Zoom, or other approved Learning Management Systems (LMS).

Live instruction for core subjects (ELA, Math, Science, Social Studies) following a modified daily schedule.

Virtual office hours for small-group instruction, intervention, and student support.

Attendance: Teachers will track participation via online engagement metrics.

B. Asynchronous (Independent) Learning

Pre-recorded lessons, assignments, and instructional videos available on Google Classroom.

Independent projects, work packets, and choice boards designed to reinforce learning.

Check-ins via email, phone calls, or virtual meetings for student progress monitoring.

Students with limited technology access will receive printed materials via scheduled pickups.

C. Hybrid Model (For Partial Closures or Phased Reopenings)

Rotating in-person and online cohorts when conditions allow for limited on-campus instruction.

Flex schedules balancing direct instruction and self-paced learning.

D. Low-Tech/No-Tech Solutions

Paper-based packets for students without reliable internet access.

Phone-based check-ins for instruction and support.

Recorded lessons on USB drives or provided through community-accessible locations.

4. Student and Family Support

A. Access to Technology and Internet

A technology survey will be conducted annually to assess student device and internet needs.

Loaner Chromebooks and hotspots will be provided to families in need.

Partnership with local libraries, businesses, and community centers for Wi-Fi access.

B. Special Education and 504 Plans

IEP and 504 accommodations will be upheld in a virtual setting.

Virtual or in-person related services (Speech, OT, Counseling) provided where possible.

Alternative learning methods (printed materials, phone/video support) for students with significant needs.

C. Social-Emotional and Mental Health Support

Virtual counseling services available for students in crisis.

Toolbox and Responsive Classroom strategies incorporated into daily virtual check-ins.

Parent workshops and newsletters to support at-home learning.

5. Staff Roles and Responsibilities

Role Responsibilities

Superintendent/Principal- Oversee plan implementation, coordinate with state/local agencies.

Address student mental health needs through coordinated services and referrals

Support intervention and acceleration to mitigate learning loss

The plan includes protocols for communication with families and staff, methods for delivering instruction (in-person, hybrid, or remote as necessary), procedures for attendance and engagement tracking, access to instructional materials and technology, and coordination of student support services.

Walden Academy will annually review and update the ICP in conjunction with the CSSP review process to ensure alignment with current law, emergency procedures, and the evolving academic and social-emotional needs of students.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Walden Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Walden Academy Charter School will utilize multiple communication methods to establish and maintain consistent two-way communication with pupils and families during emergency situations or periods of remote instruction. Communication methods include ParentSquare for schoolwide messaging and direct communication, the school's Student Information System (SIS), phone calls, email, the school portal, social media platforms, and printed flyers when necessary. These methods ensure timely communication, provide families with opportunities to respond and ask questions, and allow the school to monitor student engagement and provide support as needed.

Plans for Unforeseen Events

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

Walden Academy Charter School will maintain procedures to ensure continued communication during unforeseen events such as power outages, infrastructure damage, or technology disruptions. In the event that primary communication systems are unavailable, staff will utilize alternative methods including cellular communication, radios, and in-person communication through designated

Remote Instruction

Plans for remote instruction.

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

During periods of remote instruction, Walden Academy Charter School will provide standards-based instruction aligned to grade-level expectations through teacher-directed lessons, assigned coursework, and regular synchronous and asynchronous interaction between teachers and students. Student engagement and progress will be monitored in accordance with Independent Study requirements. Students will be provided access to instructional materials and technology as needed, and staff will maintain ongoing communication with families to support participation and learning. Community Health Workers (CHWs) and wellness coaches will assist in supporting student well-being and connecting families to resources to ensure continuity of learning until in-person instruction resumes.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Walden Academy Charter School will ensure timely distribution of both digital and non-digital instructional materials to maintain continuity of learning during emergency conditions or school closures.

Digital Materials Distribution:

Instructional content will be delivered through the school's adopted learning management systems and digital platforms.

Students will be issued school devices as needed to ensure access to online instruction.

Internet connectivity support (e.g., hotspots or guidance on low-cost internet programs) will be provided to families lacking reliable access.

Teachers will provide assignments, recorded lessons, and live instructional opportunities through approved platforms.

Communication regarding materials and expectations will be provided via email, school messaging systems, and the school website.

Non-Digital Materials Distribution:

Printed instructional packets, textbooks, and supplemental materials will be made available for pick-up at designated campus locations or distributed through coordinated delivery when necessary.

Materials will align with grade-level standards and current pacing guides to ensure instructional consistency.

Clear instructions and contact information for teacher support will accompany all non-digital materials.

Translation support will be provided for families as needed to ensure equitable access.

Walden Academy will communicate distribution schedules and procedures promptly to families and will implement tracking systems to confirm receipt of materials to support full student participation.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Platforms and Processes for Accessing and Submitting Schoolwork

responsible LEA.

Special education services, English Learner supports, and other required services will continue in accordance with IEPs, 504 Plans, and applicable state and federal laws.

Families and staff will be promptly notified of any temporary reassignment, including details regarding location, schedule, transportation, and safety procedures.

Walden Academy will coordinate with the Glenn County Office of Education and applicable agencies as necessary to ensure compliance with all legal and regulatory requirements during any period of temporary reassignment.

Technological Readiness

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

Walden Academy Charter School maintains systems to support a timely transition from in-person instruction to remote learning through independent study when necessary.

The LEA will ensure:

Early access to and execution of Independent Study written agreements in compliance with Education Code.

Online access to assignments and instructional resources through Google Classroom.

Assignment of school-issued devices to students and staff as needed.

Support for internet connectivity and technical assistance.

Ongoing staff readiness to deliver instruction through the adopted online platform.

These procedures ensure continuity of instruction, equitable access, and compliance during any shift from in-person learning.

Instruction and Assessment

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

During periods of instructional disruption, Walden Academy Charter School will prioritize essential standards and maintain clearly defined, standards-aligned learning objectives.

Teachers will monitor student progress through ongoing formative and summative assessments delivered through the adopted instructional platforms. Attendance, participation, and assignment completion will be reviewed regularly to identify students in need of additional support.

When needed, the school will provide supplemental supports, which may include tutoring, small group instruction, virtual office hours, progress check-ins, and targeted interventions to address academic or social-emotional needs.

These procedures are designed to maintain academic rigor while ensuring timely support for all students.

setting.

Professional Learning

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

Walden Academy Charter School will provide professional learning and resources to ensure staff are prepared to pivot to remote instruction and assessment if necessary.

Professional learning may include training on the use of Google Classroom and other adopted digital platforms, independent study requirements, virtual engagement strategies, progress monitoring tools, and methods for delivering designated supports to special populations.

Staff will have access to ongoing technical support, collaboration time, and instructional resources to maintain standards-aligned instruction, assessment practices, and student engagement during any shift from in-person learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Walden Academy Charter School will ensure students and families have continued access to physical and mental health professionals during any period of instructional disruption.

The LEA will coordinate with school-based support staff, the Glenn County Office of Education, and community agency partners to provide counseling, mental health services, and referrals to physical health providers as needed. Services may be delivered in person or through secure virtual platforms, when appropriate.

The school will provide access to professionals who speak languages other than English directly or through interpretation services to ensure meaningful communication and equitable access to care for all families.

These procedures are designed to support students' overall well-being and reduce barriers to accessing necessary health services.

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

Walden Academy Charter School maintains emergency preparedness plans to ensure access to back-up supplies, potable water, and necessary medications in the event of an emergency.

The school maintains emergency supply kits that include water, first aid materials, and essential safety supplies in accordance with Comprehensive School Safety Plan protocols. Student medications required during the school day are stored securely and accessible to designated trained personnel in compliance with applicable health regulations.

Procedures are in place to account for students requiring medication and to ensure continuity of care during emergencies, including coordination with emergency responders and communication with families as needed.

These measures support student health and safety during any emergency situation.

Reopening decisions will prioritize student and staff safety while supporting a smooth transition back to in-person learning.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

This Instructional Continuity Plan (ICP) shall be included as an integral component of Walden Academy Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, in accordance with Senate Bill 153 (SB 153).

The provisions of this ICP will be reviewed and considered in coordination with all other components of the existing Comprehensive School Safety Plan to ensure alignment of emergency procedures, instructional delivery, student supports, and operational readiness.

Beginning in fiscal year 2026–27, inclusion of the ICP within a locally adopted CSSP will be required in order to obtain approval of a Form J-13A waiver request.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

The Instructional Continuity Plan (ICP) will be reviewed and updated annually in conjunction with the Comprehensive School Safety Plan (CSSP) review process.

Additional revisions may be made as needed to reflect changes in state law, guidance from local or state agencies, operational practices, or lessons learned from emergency implementation. Updates will be presented to the governing board for review and adoption as part of the CSSP approval process.

Safety and Well-being Standard

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

Notifications will be written and timed to maintain calm, protect student and staff safety, and prevent disruption. Messages will:

Provide only necessary, factual information

Include reassurance about student supervision and normal routines

Direct questions to a designated administrator to prevent rumors/misinformation.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications will not include personally identifiable information (PII) about any student, family, or staff member, and will not include details that could identify individuals involved.

Notification Methods

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

Walden will use secure methods that support two-way communication and documented delivery:

ParentSquare (mass notification + two-way messaging)

SIS/School Portal (official postings and message archiving)

Email (staff/family communication as needed)

Phone calls (targeted outreach when needed for support/clarification)

Social media (general school operations updates only, no sensitive details)

Flyers/printed notices (when families have limited digital access)

Systems are maintained through updated contact lists, routine verification of family contact information in the SIS, and periodic test communications/drill messaging to confirm reliability.

Resource Provision (Optional but Encouraged)

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

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

Notifications may include a link or directions to resources such as:

Educational rights and family preparedness information

State laws protecting privacy/confidentiality

Procedures Regarding Pupil Smartphone Use During Emergencies

Walden Academy Charter School maintains procedures that allow for the limitation or prohibition of pupil smartphone use during emergencies or perceived threats of danger when necessary to support student safety and effective emergency response. During emergencies, including but not limited to lockdowns, evacuations, or shelter-in-place situations, students may be directed by staff to turn off and refrain from using smartphones or personal electronic devices.

Limiting smartphone use during emergencies helps ensure that students remain attentive to staff directions, prevents the spread of misinformation, protects the privacy and safety of students and staff, and allows emergency responders and school personnel to maintain clear and coordinated communication. Students are expected to follow staff instructions regarding device use during emergency situations.

The school will provide timely and accurate communication to families through official communication systems, including ParentSquare, phone calls, and email, once it is safe and appropriate to do so. These procedures are intended to support student safety and align with the requirements of Assembly Bill 962 (AB 962).

Mandatory Policy Adoption and Review Requirements

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

The policy was created and revised by the school safety committee on February 17, 2026. It was reviewed by the Board of Directors on February 24, 2026, and will be adopted March 24, 2026.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

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

Walden Academy Charter School recognizes that certain circumstances require students to possess or use smartphones, and these exceptions will be honored in accordance with applicable law. The school will ensure that staff recognize and respect the following non-prohibitable circumstances:

Permission by Staff

A pupil may use a smartphone when permission is granted by a teacher or administrator for instructional, safety, or communication purposes, subject to reasonable limitations established by the staff member.

Health or Medical Necessity

A pupil may possess or use a smartphone when a licensed physician and surgeon determines that the device is necessary for the health or well-being of the pupil. Appropriate documentation may be required and maintained by the school.

Individualized Education Program (IEP) Requirement

A pupil may possess or use a smartphone when such possession or use is required as part of the pupil's Individualized Education Program (IEP) or other legally required accommodation. Staff will follow the provisions outlined in the student's IEP or accommodation plan.

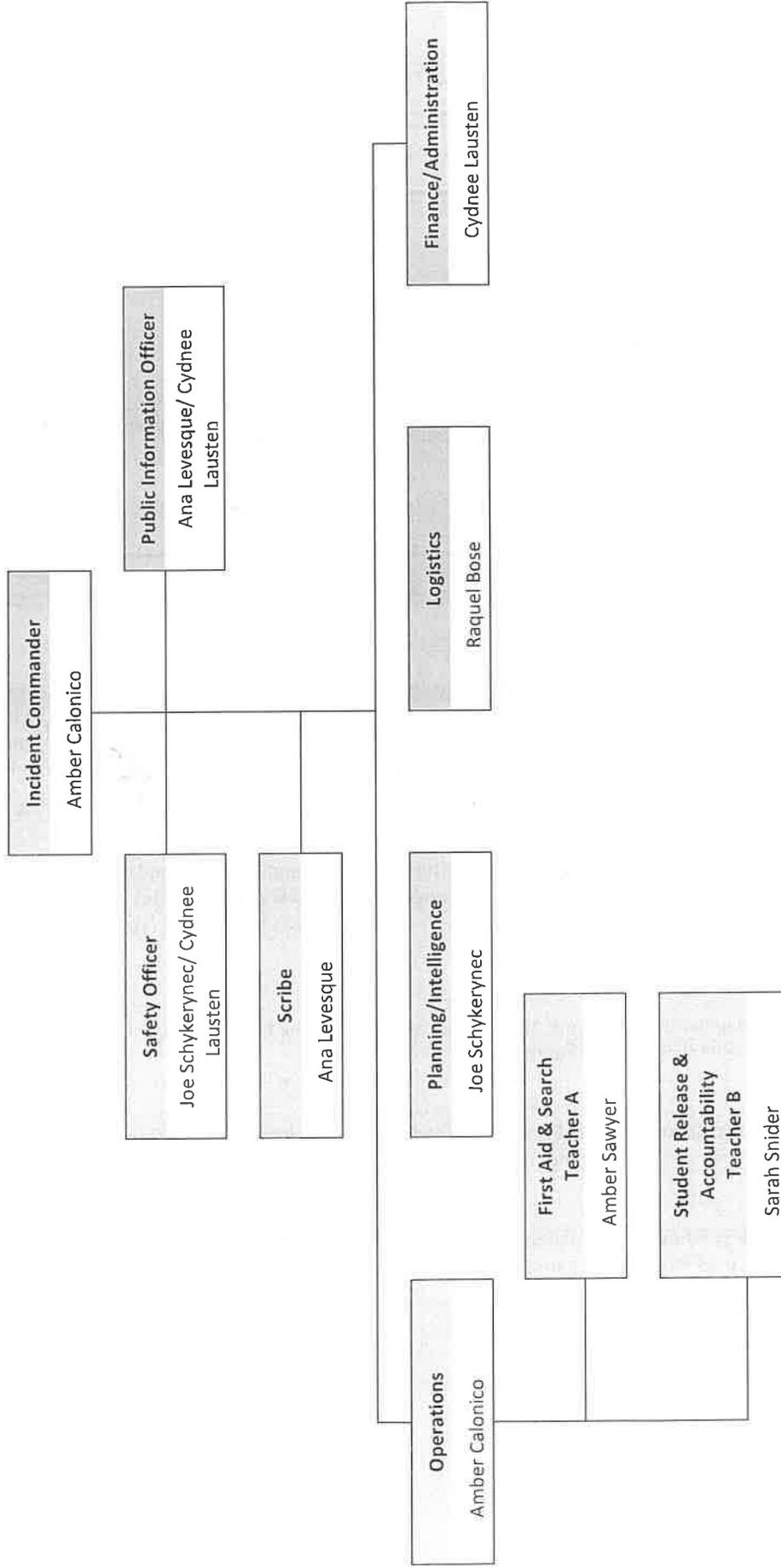
These exceptions will be implemented in a manner that maintains student safety while respecting individual health, accessibility, and instructional needs.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Local Hospitals	Glenn Medical Center	934-1800	
Local Hospitals	Enloe Hospital	332-7300	
Public Utilities	Cal Water	934-4735	
Public Utilities	P G and E	800-468-4743	
Other	Sheriff's Non-Emergency	530-934-6431	

Walden Academy Incident Command System



Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first step in an effective emergency response is to clearly identify the nature and scope of the emergency. This involves assessing the situation to determine the specific type of incident, such as a natural disaster (earthquake, wildfire, flood), technological hazard (hazardous material spill, power outage), human-caused event (active shooter, terrorism, civil unrest), or public health emergency (pandemic, disease outbreak).

Proper identification is crucial as it dictates the appropriate response strategy, resource allocation, and coordination among emergency personnel. This step includes gathering real-time information from witnesses, emergency personnel, and monitoring systems, as well as assessing the potential risks and impact on individuals, facilities, and the surrounding community.

Step Two: Identify the Level of Emergency

Level 1 – Minor Incident:

A localized event that can be managed with existing resources and minimal disruption.

Little to no risk to life or property.

Response typically handled by internal personnel (e.g., a minor power outage, a small contained fire, or a minor medical emergency).

Level 2 – Moderate Emergency:

A more significant event that requires coordination between multiple departments or external agencies.

Moderate risk to life, property, or operations.

May require partial activation of emergency response plans (e.g., a chemical spill requiring evacuation of a building, a localized wildfire threat, or a significant weather-related event).

Level 3 – Major Emergency or Disaster:

A large-scale crisis that overwhelms local resources and requires a full emergency response, possibly including state or federal assistance.

Significant risk to life, widespread property damage, or major disruption to essential services.

Requires full activation of emergency management systems and coordination among multiple agencies (e.g., a large earthquake, widespread wildfire, terrorist attack, or major public health crisis).

By identifying the level of emergency early, responders can ensure that the appropriate level of personnel, equipment, and coordination are activated to manage the situation effectively.

Step Three: Determine the Immediate Response Action

Once the type and level of emergency have been identified, the next crucial step is to determine the appropriate immediate response action. The goal is to minimize harm, protect lives and property, and prevent the situation from escalating. The response actions will depend on the nature and severity of the emergency but generally fall into the following categories:

Evacuation:

Used when remaining in place poses a significant danger (e.g., fire, gas leak, hazardous material spill, or active shooter).

Requires clear communication, designated evacuation routes, and assembly points.

Emergency personnel may assist in ensuring a safe and orderly evacuation.

Shelter-in-Place:

Implemented when it is safer to stay indoors rather than evacuate (e.g., severe weather, hazardous air contamination, or civil unrest).

In situations where verbal communication may not be effective, the school will implement visual signals (e.g., colored cards, flashing lights) and auditory alarms (e.g., lockdown sirens, evacuation alarms) to ensure that everyone understands the emergency response.

Ongoing Updates and Reassurance:

Regular updates will be provided as new information becomes available, reassuring individuals that the situation is being handled and keeping them informed of any changes in response actions.

If the emergency is prolonged, periodic check-ins will help maintain order and reduce anxiety.

Post-Emergency Communication:

Once the immediate threat has passed, an all-clear message will be issued, along with instructions for the next steps (e.g., re-entry to buildings, medical check-ins, or debriefing sessions).

The school will provide follow-up information to stakeholders, including reports on how the emergency was managed and any necessary support services.

By effectively communicating the appropriate response action, Walden Academy will minimize confusion, prevent panic, and ensure a coordinated response, ultimately improving safety and emergency preparedness.

3) Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:

- Direct all students and staff to remain indoors until it is safe or directed otherwise.
- Direct all heating and ventilation systems (HVAC) to be shut down.
- Direct all windows to be closed

Bomb Threat/ Threat Of violence

BOMB THREATS

Upon receipt of a telephone call or information from any source concerning a bomb threat at the school, the director, supervisor or person receiving the information, shall immediately notify authorities by telephoning the 911 emergency number, then follow established procedure.

BOMB THREATS

Upon receipt of a telephone call or information from any source concerning a bomb threat, the following procedure should be followed:

1. The person receiving any anonymous call of a bomb threat shall:
 - a. Keep the person talking as long as possible
 - b. Listen carefully and take notes. Note the exact time of call.
 - c. Ask questions regarding: Expected time of explosion, location of bomb, what kind of bomb is it, what does it look like, and why is the bomb there?
 - d. Try to identify the caller as to: Sex, age, voice, accent, background noises, manner and disposition of caller.
2. Advise the Director or supervisor of the call immediately.
 - a. Give priority to any such incoming call.
 - b. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted. Care shall be taken in handling the message by immediately placing it in a plastic bag for the purpose of fingerprint identification.
3. The Director or designee shall immediately contact:
 - a. Law enforcement and fire agencies through 9-1-1
4. If a bomb threat call is originally received by a law enforcement agency or fire department, the school involved will be called and notified of the threat.
5. Upon arrival of law enforcement and or fire department personnel, the Director shall give them all known information.
6. The Director and law enforcement have the responsibility to make the decision concerning evacuation. Responding law and fire personnel may deem it advisable in the interest of public safety to ask for a building or entire site to evacuate. In the event of such determination, the Director will follow their direction.
7. The evacuation of a building may be for a short period of time or may be for the remainder of the school day. In the latter case, students should be advised to return the following day.
8. School personnel are not to search for the bomb except when accompanied by trained personnel from other agencies.

Bus Disaster

Bus Disaster Protocol (In the event buses are used)

1. Immediately report the crash or disaster to emergency services by dialing 911.
2. Assess whether any staff or students face immediate peril. If evacuation is necessary, proceed to a safe area. Those not in immediate danger should remain in their designated locations. Provide First Aid as required. If evacuation isn't immediately necessary, students and staff should stay in their classrooms or assigned areas.
3. Collaborate with emergency personnel for additional guidance and coordinate efforts accordingly.

Cardiac Arrest

Walden Academy Charter School maintains procedures to respond to cardiac emergencies in order to protect the health and safety of students, staff, and visitors. In the event of a suspected cardiac arrest, staff will immediately contact emergency medical services

desk or table if available. Maintain a compact body posture, with hands clasped behind the neck and face shielded in arms. Keep eyes closed and ears covered with forearms.

2. Remain sheltered until the tremors cease or the all-clear signal is given.
3. Listen attentively for further instructions.
4. If the fire alarm sounds, evacuate the building calmly without running, following the designated evacuation route. Avoid trees, fences, and utility (power) lines. Wait with your class/teacher until further instructions are provided.
5. Teachers should conduct a roll call as soon as it is safe to do so.
6. No individuals are permitted to re-enter the building until directed by the director.

EARTHQUAKE OCCURRING WHILE STUDENTS ARE OUTSIDE THE CLASSROOM:

1. Move away from classrooms, trees, fences, and utility (power) lines. Whenever feasible, seek refuge in an open area such as a field.
2. Assume the "Drop and Cover" position, maintaining the same protective posture described earlier.
3. After the tremors subside, carefully scan overhead for potential hazards such as falling tree limbs or power lines. Move to a clear area, avoiding any fallen fences or power lines.
4. No one should re-enter any building until authorized to do so by the director.

Explosion or Risk Of Explosion

Explosion or Risk Of Explosion

- 1) DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
- 2) If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by Principal/Incident Commander
- 3) When directed, evacuate.
- 4) If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
- 5) Render first aid as necessary.
- 6) Take roll and report results to the Director/Incident Commander.
- 7) If possible, fight small fires without endangering life.

Extreme Weather

Walden Academy Charter School maintains procedures to respond to extreme weather conditions in order to protect the safety and well-being of students, staff, and visitors. Extreme weather conditions may include, but are not limited to, excessive heat, severe storms, heavy smoke or poor air quality, high winds, flooding, or other weather-related hazards that may impact normal school operations.

School administration will monitor local weather conditions and guidance from local emergency management agencies and public health officials to determine appropriate actions. Depending on the circumstances, protective measures may include modifying outdoor activities, implementing indoor shelter procedures, adjusting schedules, relocating students to safe indoor areas, or dismissing students early when necessary.

Staff will provide supervision and follow established emergency procedures to ensure student safety during extreme weather events. Families will be notified of changes to school operations through established communication systems, including ParentSquare, phone calls, and email, as appropriate.

These procedures are intended to ensure timely decision-making and coordinated response actions to maintain a safe learning environment during extreme weather conditions.

- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into permanent buildings.
- Close facility doors, windows and blinds or curtains.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Review "Duck and Cover" procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- The school Incident Commander will rescind the "Duck and Cover" order. o Shelter-In-Place should temporarily be continued.
- The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the school Incident Commander will:
- Continue "Shelter-In-Place" until campus can be made safe.
- Give the "ALL CLEAR" signal and resume normal school operations.
- Notify parents and initiate the "Student Release" procedure.
- Initiate an the "Off-Campus Evacuation" procedure.

Loss or Failure Of Utilities

Loss or Failure Of Utilities

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied

Incident Commander will determine need to evacuate buildings, if not already done.
Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
Do not reenter the building(s) until fire or utility officials say it is safe.
If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break
If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
Notify the school office/school Incident Commander.
The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
The school Incident Commander will assess situation and determine next step:
Whether to evacuate buildings, if not already done.
Need to remove water, and/or cover/remove contents to protect. ? Need to contact plumber, water removal specialists or others.
Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down

Motor Vehicle Crash

Motor Vehicle Crash

- 1) Call 911 to report the crash.
- 2) Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations. Render first aid as necessary. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
- 3) Consult with emergency personnel for further direction and coordinate as needed.

Pandemic

Follow instructions of:

1. CDC
2. CDPH
3. Local health department

Psychological Trauma

Psychological Trauma
Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been

planning and executing drills.

7. Surveillance Systems: Surveillance cameras and monitoring systems are in place, covering critical areas of the school property. Regular review of footage helps detect any suspicious activity.

8. Access Control Measures: Access to school buildings is controlled through visitor check-ins, ID badges, and secured entry points to ensure the safety and security of everyone on campus.

9. Mental Health Support: Counseling services and mental health support are readily available for students and staff, promoting a positive and supportive learning environment.

10. Crisis Response Team: Our dedicated crisis response team can quickly assemble during a criminal incident and efficiently coordinate the school's response to the situation.

11. Situational Awareness: Staff and students are educated on the significance of situational awareness and the importance of reporting any suspicious behavior or activities to appropriate authorities.

12. Incident Review and Learning: After any criminal incident or drill, a thorough review is conducted to identify areas for improvement, and the safety plan is updated accordingly to enhance our preparedness.

We prioritize safety and understand that creating a secure learning environment is a shared responsibility involving the efforts of school staff, students, parents, and the local community. Together, we strive to maintain a safe and nurturing educational experience for all members of our school district.

Unlawful Demonstration or Walkout

Unlawful Demonstration or Walkout (Hold, Shelter, Lockdown, or Evacuate)

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

The School Administrator will initiate appropriate Standard Response Protocol, which may include Hold, Shelter, Lockdown, or Evacuate.

If the School Administrator issues the HOLD protocol:

Students:

- Clear the hallways and remain in the area or room until "All Clear" is announced
- Do business as usual

Adults and Staff:

- Close and lock the door
- Account for students and adults
- Do business as usual

If the School Administrator issues the SHELTER protocol:

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students:

- Use appropriate safety strategy

Adults and Staff:

- Lead safety strategy
- Account for students and adults
- Report injuries or problems using the Raptor App.

If the School Administrator issues the LOCKDOWN protocol:

Students:

- Move away from sight
- Maintain silence

Emergency Evacuation Map

