

Comprehensive School Safety Plan

**2024-2025
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 27, 2024
Date of Update: February 1, 2024
Date of Review:
- with Staff March 2024
- with Law Enforcement Mailed March 2024
- with Fire Authority Mailed March 2024

Approved by:

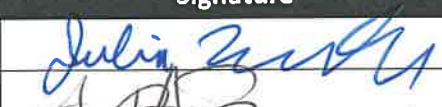
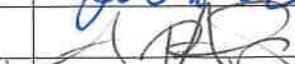

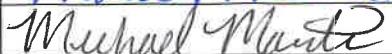
Name	Title	Signature	Date
Julia Mercado	Board Member		2-27-24
Amy Alves	Board Member		2-27-24
Nathan Michaud	Board Member		2-27-24
Michael Martin	Board Member		2-27-24

Table of Contents

Comprehensive School Safety Plan Purpose	4
Safety Plan Vision	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	6
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	9
(E) Sexual Harassment Policies (EC 212.6 [b])	9
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	9
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	11
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	11
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	13
(K) Hate Crime Reporting Procedures and Policies	14
(J) Procedures to Prepare for Active Shooters	14
Procedures for Preventing Acts of Bullying and Cyber-bullying	15
Opioid Prevention and Life-Saving Response Procedures	15
Response Procedures for Dangerous, Violent, or Unlawful Activity	16
Safety Plan Review, Evaluation and Amendment Procedures	17
Safety Plan Appendices	18
Emergency Contact Numbers	19
Safety Plan Review, Evaluation and Amendment Procedures	20
Walden Academy Incident Command System	21
Incident Command Team Responsibilities	22
Emergency Response Guidelines	23
Step One: Identify the Type of Emergency	23
Step Two: Identify the Level of Emergency	23
Step Three: Determine the Immediate Response Action	23
Step Four: Communicate the Appropriate Response Action	23

Types of Emergencies & Specific Procedures.....24

Aircraft Crash24

Animal Disturbance.....24

Armed Assault on Campus24

Biological or Chemical Release.....24

Bomb Threat/ Threat Of violence25

Bus Disaster.....25

Disorderly Conduct25

Earthquake26

Explosion or Risk Of Explosion26

Fire in Surrounding Area27

Fire on School Grounds27

Flooding28

Loss or Failure Of Utilities29

Motor Vehicle Crash31

Pandemic31

Psychological Trauma.....31

Suspected Contamination of Food or Water32

Tactical Responses to Criminal Incidents32

Unlawful Demonstration or Walkout.....33

Emergency Evacuation Map.....35

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

The vision and mission of Walden Academy are as follows:

Vision: Creating a confident community passionate about lifelong learning.

Mission: Walden Academy provides an innovative learning environment that extends beyond the classroom. Science and challenging academics encourage students to collaborate and exceed in all aspects of life, as modeled by family, school, and community.

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.

Components of the Comprehensive School Safety Plan (EC 32281)

Walden Academy Safety Committee

Director/Superintendent

Staff Members

Assessment of School Safety

Walden Academy Charter School stands out for its notably low incidence of crime and vandalism. While the school generally maintains a safe environment, it is important to note that there are occasional minor discipline issues. School safety data sources included:

- *Suspension and expulsion records
- *Student progress reports
- *Property loss, vandalism and insurance reports
- *Law enforcement interventions and crime reports
- *Family surveys

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

Ensuring a safe and positive environment for every student at Walden Academy is a top priority for the school director, teachers, and staff. We are committed to creating an atmosphere where students not only experience physical safety but also actively contribute to a positive school climate in all aspects of their academic and extracurricular activities. The incorporation of the Toolbox Project for emotional management, along with the adoption of Responsive Classroom as our behavior curriculum, further strengthens our commitment to fostering a positive climate. These initiatives, including Toolbox Project, not only promote mutual respect but also effectively address minor discipline issues, contributing to a harmonious and supportive educational experience.

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

All employees of Walden Academy are mandated reporters and must report all cases of suspected child abuse and neglect immediately. The person making the initial determination of a possible child abuse is ultimately responsible for reporting and insuring that a report is made.

The following is the procedure which one needs to follow:

1. . Must be reported immediately by the person discovering or person being informed of the alleged child abuse/neglect and/or any other designated person or persons.
2. Call the Glenn County CWS Agency for suspected neglect , emotional, physical, and sexual abuse at 530-934-1429. After hours call 530-934-6520.
 - a. When calling, be sure to have with you the child's emergency card (address, DOB, parents' names, etc.), the child's story or any allegations of abuse received (what happened), and your observation and/or information concerning the incident.
 - b. Before hanging up, be sure to get the name of the officer or agency representative, write this information on the report, record the agency's response at the bottom of the report.
 - 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 Director 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 (See Appendix C-F)

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

The School Director 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.

Adaptations for Students with Disabilities

Effective Since: January 1, 2024

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

I. Inclusion of Adaptations in Disaster Procedures

- All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
- These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

II. Collaboration with Special Education Experts

- We have collaborated with special education experts and disability advocates to develop and refine these adaptations.

- Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

III. Annual Safety Plan Evaluation

- Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
- This evaluation process involves feedback from teachers, parents, and disability experts.

IV. Open Communication Channels

- We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
- These concerns are promptly brought to the attention of the school principal for assessment and action.

V. Individualized Response Strategies

- When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.
- These strategies are incorporated into the overall disaster response plan for the school.

VI. Regular Drills and Accessibility Checks

- Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
- Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

VII. Continuous Improvement and Updating

- Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.
- We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, the district will provide a temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Walden Academy Pupil Suspension, Expulsion, and Mandatory Expulsion Guidelines were established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who 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. 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 Section 11014.5 of the Health and Safety Code.
12. EC 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. EC 48900 (l) Knowingly received stolen school property or private property.
14. EC 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm.
15. EC 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. EC 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. EC 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. EC 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. EC 48900 (r) Cyber bullying
20. EC 48900 (s) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person
21. EC 48900.2 - Committed sexual harassment as defined in Section 212.5.
22. EC 48900.3 - Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in

subdivision (e) of Section 233.

23. EC 48900.4. - Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that disrupts class work, creates substantial disorder, and invades the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

24. EC 48900.7. - Has made terrorist threats against school officials or school property, or both.

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

1. School director/superintendent will notify applicable staff that a student has committed a crime or is suspect of committing a offence where there is a reason to believe that the safety of other school members is a concern. Said notification shall be made in writing and placed in the staff mailboxes.

2. School district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

3. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

4. An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement

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

The Walden Academy Board of Directors affirms as its policy that sexual harassment of or by any employee shall not be tolerated. The Board considers sexual harassment to be a major offense which may result in disciplinary action up to and including dismissal of the offending employee. Every employee has a right to a work environment that is free from all types of unlawful discrimination, including sexual harassment. Prompt, appropriate action may help to avoid, or at least minimize, the incidence of sexual harassment. Supervisors are responsible to ensure that unlawful discrimination, including sexual harassment, does not occur in the program(s) for which they are responsible. Therefore, they are responsible to ensure that employees are aware of the Board's 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. Picture or slogan shirts, blouses, etc., which depict foul language or actions are not permitted. Clothing that displays words with suggestive double meanings 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

- A. The bodices of dresses, blouses, and tops must be worn in a modest fashion. Cleavage cannot show when sitting down or bending over.
- B. All pants must be worn near the waist. Blouses and tops must overlap the waistband of pants and skirts enough to allow for no midriff to show. When wearing tights or leggings, students must wear a shirt that comes to the top of the thigh.
- C. Pants, skirts, or shorts with writing across the back pockets or seat are not allowed.
- D. Shorts, skirts, dresses, and hemlines with slits, may not be shorter than half way between the knees and thigh.
- E. Slippers, spike heels, and flip-flops are not permitted. All shoes must be securely fitted to the foot and have a strap across the heel.
- F. Stud type earrings are preferred for safety reasons.
- G. Blouse straps should be no narrower than ½ to 1 inch in width. No bra straps may show.
- H. No hats may be worn indoors.
- I. Girls in grades 6-8 may wear light makeup.

IV. Boys

- A. Boys must wear jeans, pants, or shorts of appropriate size, not too baggy or too tight. NO distressed pants or tops with holes or slashes.
- B. All pants must be worn near the waistline. No part of the undergarment should be visible – no sagging.
- C. Hats are permitted but may not be worn backwards, sideways, or indoors. Bandanas are not allowed.

This dress code is not all-inclusive. Any situation not specifically covered herein will be resolved by the administration in accordance with the general intent and purpose of the code. Administration reserves the right to make a final determination as to whether dress is appropriate.

With changing styles, the administration reserves the right to add inappropriate clothing to this list at any time. Parents of students in violation of the dress code will be contacted and requested to bring appropriate attire on the day of the violation. Students will be given appropriate clothing to wear until other clothing can be brought to school. Students habitually violating the code (3 or more times in a school year) will be required to meet with the parents and school director.

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

Recommended Traffic Safety Guidelines

Student Loading and Unloading Zones—At Walden, our procedures for student loading and unloading are carefully crafted to ensure the safe and efficient flow of vehicles and students. These protocols are effective only when all drivers adhere to them diligently.

A. Vehicles should enter the school premises via Pacific Avenue and proceed towards the front of the school. Drop-offs should be made alongside the front wing of classes. For pick-ups, cars should stop at the far west end of campus in clear weather. In case of rain, pick-ups will occur in front of the classroom wing.

B. It is the responsibility of all individuals dropping off or picking up students to familiarize themselves with and adhere to these procedures. Always follow all official signs and instructions provided by school staff during loading and unloading times.

C. Utilize only the designated loading locations designated by Walden Academy.

D. Allocate extra time—Though everyone is busy, prioritizing student safety is paramount. Leave a few minutes early to allow sufficient time for loading and unloading.

E. Practice courtesy and respect towards neighbors—By adhering to all procedures and refraining from parking in front of driveways, you can minimize traffic and parking disruptions for residents living near the school.

F. Encourage walking or biking to school—If feasible, walking or biking to school promotes fresh air, exercise, and overall health, while also reducing the number of cars in the vicinity. A bike rack is conveniently located near Room 5 at the far west end of the 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)

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.
Need additional signage	Add security signage: Install NO TRESSPASSING, NO DRONE, and more campus surveillance signage.		Facilities Director /Office Manager	Verify installation of additional signage.
Electrical boxes unsecured and vulnerable and backflow preventer exposed.	Install locks on electrical boxes maintained by church and Walden. Install bollards near electrical panel along Wood Street and exposed backflow preventer.		Facilities Director/Office Manager	Verify installation of locks.
Debris along outskirts of back campus	Clean up debris		Facilities Director	Verify clean up
Video Surveillance	Install 4 new video cameras, add monitor in leadership office, a larger monitor in office, and provide access to cameras to law enforcement		Facilities Director/Office Manager/Dean of Students	Verify installation
Add to first aid kits	Add tourniquets to first aid kits and bleeding control kits		Office Manager	Verification on items
Improve security lighting	Install more LED lights to cover areas not illuminated.		Facilities Director/Office Manager	Verification of installation
Building identifiers	Paint large building numbers and names on doors.		Facilities Director	Verification of door numbers
Surveillance points	Train staff to be aware of surrounding areas outside campus.		Leadership	Verification of training

Component:

School security

Element:

Additional Cameras

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Make all areas of campus viewable by surveillance system.	Install 4 new cameras		Facilities Director and Office Manager	Confirmation of installment.
Increase size of monitors in office and director's office	Purchase two 65" monitors. Place one where office staff can view at all times.		Office Manager and Facilities Director	Confirmation of installment.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Walden Academy Student Conduct Code

SCHOOL

RULES

- Take care of ourselves
- Take care of others
- Take care of our school

Conduct Code Procedures

At Walden Academy, we hold the belief that every child has the potential to embody kindness, respect, and accountability, thus becoming responsible and caring members of society. Children acquire and refine their self-regulation and social skills under the following conditions:

A nurturing, stimulating, and joyful learning environment.

Students experiencing respect, accomplishment, and a sense of belonging.

Consistent teaching, modeling, and reinforcement of desired behaviors by all staff and families.

Our staff employs the following methodologies to aid children in cultivating self-regulation:

Establishment, Modeling, and Practice of Rules:

Collaboratively, staff and students develop classroom and playground rules to promote self-care, mutual respect, and environmental stewardship. Throughout the day, these rules are modeled, rehearsed, and reinforced.

Reminder and Redirection:

Reminders and verbal redirection serve as primary methods of guiding student behavior at Walden Academy. Understanding that children may occasionally forget or fail to adhere to rules, staff address such instances directly and respectfully, limiting the number of reminders as deemed effective.

Logical Consequences:

Logical consequences are employed to address issues arising from children's actions or words when rules are broken or forgotten. These consequences aid children in regaining self-control, reflecting on their behavior, and making amends. They are implemented in a manner that respects the child, aligns with the situation, and is reasonable. Examples include restitution, "Apology of Action," temporary loss of privileges, and brief breaks from classroom activities.

"Take a Break" in a Buddy Teacher's Room:

Should misbehavior persist following a break, the student may be relocated to a nearby classroom, where they will engage in reflection and discussion with the teacher regarding the cause of the issue and strategies for prevention. Parents are promptly informed of such occurrences.

Further Intervention:

If necessary, office intervention may be sought, with the aim of assisting the student in realigning their behavior promptly. The purpose of such intervention is to aid the student in regaining self-control, problem-solving, and planning for future situations.

Positive Behavior Support Plan:

In cases where conventional strategies prove insufficient, Positive Behavior Support Plans are collaboratively developed and implemented with input from families, teachers, and specialists. These plans outline tailored strategies and interventions to facilitate the child's self-regulation.

These pathways to self-regulation are introduced, elucidated, and practiced across all grade levels. In most instances, reminders and redirection suffice in guiding student behavior effectively.

(K) Hate Crime Reporting Procedures and Policies

In its dedication to fostering a secure and supportive educational atmosphere for students, faculty, parents, and community members, Walden Academy is committed to safeguarding the rights of all individuals on campus from hate-driven actions. The institution actively advocates for amicable interactions among students, faculty, parents, and community members. Any form of discrimination or derogatory remarks targeting an individual's race, ethnicity, culture, heritage, gender, sexual orientation, physical or mental attributes, or religious beliefs is deemed unacceptable within the campus premises or during any school-related event. Such misconduct will be addressed with stringent measures, as outlined in the Suspension and Expulsion Policy 5506.

Walden Academy delivers age-appropriate educational content to foster an understanding of and respect for human rights, diversity, and tolerance in a multicultural society, while also imparting constructive conflict management strategies.

(J) Procedures to Prepare for Active Shooters

Walden Academy is dedicated to ensuring the safety and well-being of its students and staff. As part of our comprehensive safety protocols, our teachers and students will receive active shooter training tailored to their age and developmental level.

This training will be conducted in a manner that is sensitive to the emotional and psychological needs of our students, ensuring that the information is delivered in an age-appropriate and understandable manner. Through interactive discussions, role-playing exercises, and other engaging activities, students will learn important strategies for responding to an active shooter situation.

Our goal is not to instill fear, but rather to empower our students with the knowledge and skills they need to stay safe in any emergency scenario. By equipping them with these tools, we hope to create a sense of preparedness and confidence among our school community, ultimately contributing to a safer and more secure learning environment for all.

Procedures for Preventing Acts of Bullying and Cyber-bullying

At Walden Academy, we uphold a zero-tolerance policy towards all forms of bullying. In cases of in-person or cyberbullying, our staff takes immediate action by meeting with the involved student and their family members to address and resolve the situation effectively. We place significant emphasis on proactive measures, actively educating our students on the principles of respectful behavior and how to avoid engaging in or perpetuating bullying behaviors.

Furthermore, we prioritize educating our students on strategies to prevent themselves from becoming targets of bullying, both in-person and online. Through comprehensive instruction, we empower our students with the knowledge and skills necessary to recognize and respond appropriately if they believe they are experiencing bullying behavior. Additionally, to monitor and address cyberbullying, Walden Academy utilizes the BARK for Schools platform, which enables us to effectively monitor online interactions and promptly intervene to address any instances of cyberbullying.

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

- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol

- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan

- Regular communication of the protocol to staff, students, and parents.
- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Response Procedures for Dangerous, Violent, or Unlawful Activity

School District Protocol for Dangerous, Violent, or Unlawful Activities

Effective Since: January 1, 2024

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

I. Reporting and Assessment

- We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
- Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

II. Immediate Response and Safety Measures

- In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or shelter-in-place, tailored to the specific nature of the incident.
- Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.

III. Coordination with Law Enforcement

- We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
- Joint response plans have been developed with law enforcement for various types of threats.

IV. Communication with Parents and Community

- Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
- We provide regular updates as situations evolve.

V. Support Services

- Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
- We offer resources and referrals for additional assistance when needed.

VI. Training for Staff and Students

- Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

VII. Review and Update of Protocol

- We regularly review and update our protocol to align with current best practices and legal requirements.
- Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education

- Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan at Walden Academy undergoes an annual review, evaluation, and amendment process to ensure its ongoing effectiveness and relevance. This systematic assessment allows us to carefully examine all aspects of our safety procedures, protocols, and resources, identifying any areas that may require updates or enhancements.

During this annual review, we engage in a thorough evaluation of our current safety measures, taking into account feedback from stakeholders, data on incident reports, and any emerging trends or developments in school safety practices. Through this process, we are able to identify strengths and areas for improvement within our safety plan, enabling us to make informed adjustments as necessary to maintain the highest standards of safety for our school community.

By consistently reviewing and updating our Comprehensive School Safety Plan, Walden Academy demonstrates its unwavering commitment to prioritizing the safety and well-being of our students, staff, and visitors. This proactive approach ensures that we remain vigilant and responsive to evolving safety challenges, ultimately fostering a secure and supportive learning environment for all.

Safety Plan Appendices

Emergency Contact Numbers

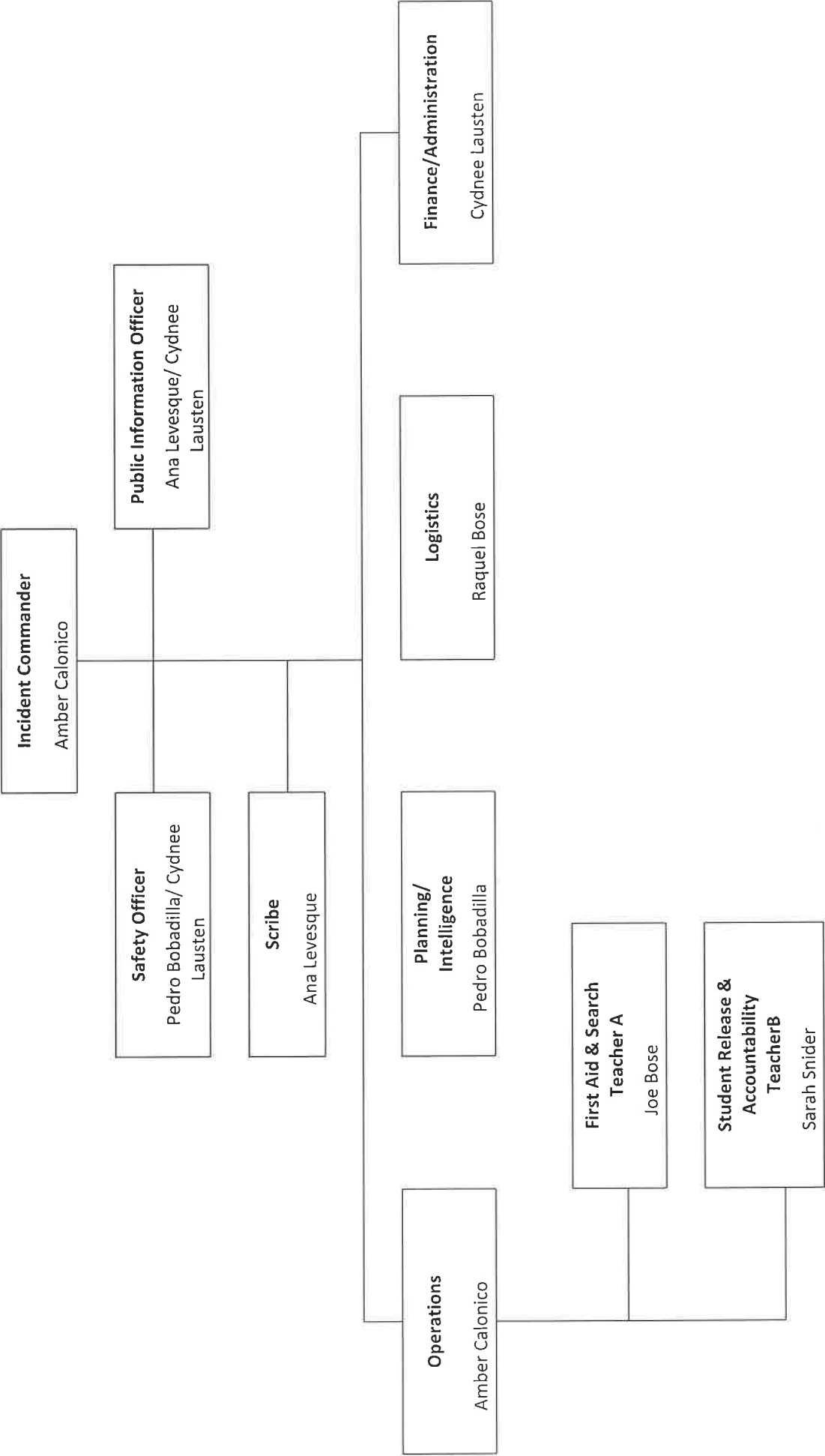
Utilities, Responders and Communication Resources

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	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Campus fencing completed	February 6, 2020	Complete 1-31-20
Camera system installed and working	February 6, 2020	Complete 8-29-19
ALICE training	February 6, 2020	Do yearly
Equip man gate with buzzer and intercom system	February 6, 2020	Completed 2020-21 school year
Explore subscription to Catapult EMS	February 6, 2020	Completed 2020-21 school year
Equip all rooms on campus with intercom system	February 6, 2020	Completed 2021-22 school year

Walden Academy Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Emergency Response

1. Immediately contact emergency services by dialing 911.
2. Assess the situation to ascertain if any staff or students are in imminent peril. If so, evacuate them to a secure location. All others should remain at their designated areas. Provide First Aid as needed.
3. Conduct a roll call and communicate the findings to the Director without delay.

Animal Disturbance

Animal Disruption Protocol

1. Assess whether any staff or students face immediate jeopardy. If required, initiate a lockdown or evacuation to ensure safety. All individuals not in immediate danger should remain in their designated areas. Administer first aid as needed.
2. Notify either Animal Control or emergency services by dialing 911, depending on the nature of the animal disturbance.
3. If feasible, aid in containing the animal. It may be necessary to confine the animal in a secure location until it can be safely removed from campus by the City Animal Control Unit.
4. Conduct a roll call and promptly communicate the findings to the Director.

Armed Assault on Campus

Armed Assault Protocol on Campus

1. Immediately contact emergency services by dialing 911.
2. Implement lockdown procedures, and reevaluate for potential evacuation or relocation if deemed necessary.
3. Maintain lockdown status until receiving confirmation of an "All Clear" directive from Police or other Law Enforcement Personnel.

Biological or Chemical Release

Biological or Chemical Release

- 1) If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
- 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) Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
 - All students and staff are to remain indoors.
 - Turn off all heating and ventilation systems (HVAC).
 - All windows should be closed

PESTICIDE EXPOSURE (Pesticide Drift)

- 1) If you become aware of potentially hazardous pesticide exposure, notify the office immediately. Render first aid as necessary.
- 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) 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.

Disorderly Conduct

Disorderly Conduct Procedure

Initial Step: LOCKDOWN

Utilized in the occurrence of:

- a. Civil Disturbance
- b. Gunfire/Police activity nearby
- c. Armed Intruder/Hostage situation within campus premises
- d. Hostage Crisis
- e. Other pertinent threat scenarios

Teacher Responsibilities:

- a. Initiate lockdown procedures

Director/Assigned Personnel and Staff Responsibilities:

- a. Assess the severity of the incident to determine appropriate response measures
- b. Be ready to provide incident status updates to emergency response teams
- c. Facilitate building access for emergency personnel as required
- d. Coordinate student evacuation or relocation as instructed by emergency responders

Rescission of Action:

- a. Upon confirmation of safety by the Incident Commander (Director or authorized personnel)
- b. Following the issuance of the "All Clear" signal or other directives to teachers

Earthquake

EARTHQUAKE INSTRUCTIONS/PROCEDURES

In the event of an earthquake or earthquake drill, teachers and students are to adhere to the following instructions:

EARTHQUAKE OCCURRING WHILE STUDENTS ARE IN THE CLASSROOM:

1. Distance yourself from windows and immediately assume the "Drop and Cover" position by kneeling down. Seek refuge under a 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.

Fire in Surrounding Area

Fire in Surrounding Area

- 1) Notify the office and director.
- 2) Office will sound school alarm system and notify 911.
- 3) Assemble at the pre-designated area (refer to evacuation map).
- 4) Assist disabled during the evacuation.
- 5) Render first aid as necessary.
- 6) Check all bathrooms and ancillary rooms for staff and students.
- 7) If it is possible for adults to fight small fires without endangering life and/or causing injury, do so by using the fire extinguisher.
- 8) Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
- 9) Take roll and report results to the director. No one should leave the area until instructed to do so.
- 10) In the event of a fire near the school, the director shall determine what action is appropriate.

Fire on School Grounds

Fire on School Grounds

- 1) Notify office/director or call 911, whichever is safest.
- 2) Office will sound the school alarm and evacuation order.
- 3) Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
- 4) Assist disabled during the evacuation.
- 5) Render first aid as necessary.
- 6) Check all bathrooms and training rooms for staff and students.
- 7) If it is possible for adults to fight small fires without endangering life and/or causing injury, do so.
- 8) Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
- 9) Keep access roads open for emergency vehicles.
- 10) Take roll and report results to the director. No one should leave the area until instructed to do so.
- 11) If EVACUATION OF SCHOOL should be implemented, director will make decision. Office will notify parents of evacuation site.
- 12) After a serious fire, Fire Department officials and maintenance personnel should determine whether the building is safe before students and staff returns.

Flooding

Flooding

- 1) Warning of an impending flood would normally be received at the endangered location by telephone from a Civil Agency (police or fire). If access to the Internet is available, the National Weather Service supplies current weather information, including severe weather warnings at <http://www.nwsia.noaa.gov>.
- 2) Communicate with the Director/Designee. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
- 3) Keep students indoors until it is determined to be safe.
- 4) Move students to pre-designated areas if an evacuation is ordered.
- 5) Take roll and report results to the Principal/Incident Commander
- 6) The Director/Incident Commander may initiate the following emergency actions:
 - Dismiss school
 - Leave campus and move to a safe place

Severe Weather

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Service:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- 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 through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

UTILITY LOSS OR DAMAGE

EMERGENCY PROCEDURES

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.

DO NOT turn off lights or other electrical equipment which may cause a spark.

Leave doors open to provide ventilation of the building.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what building and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Indicate that evacuation is underway and stay on the line to provide updates.

The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.

The school Incident Commander will determine whether to evacuate other buildings.

Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shutoff

or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe Gas Leak - OUTDOOR:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area

Move everyone UPWIND, at least 100', more if leak is major

Post staff to prevent entry to the area

Prevent vehicles, including school service carts, etc. from entering area

Notify the school office/school Incident Commander

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what area of campus and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Request 9-1-1 operator to call Gas Company (they have rapid access).

Stay on the line to provide updates.

The school Incident Commander will determine whether to evacuate buildings.

Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shutoff

or building shut-off.

Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

UTILITY LOSS OR DAMAGE PROCEDURE - continued Electrical System Damage or Failure:

If problem is in, or on, a school building and there is smoke or threat of fire:

Evacuate the building(s).
 Close, but do not lock doors.
 Notify the school office/Incident Commander.
 The school Incident Commander/designee will call 9-1-1:
 Give school name and address.
 Give location and nature of the electrical problem.
 Describe best access point for emergency responders – driveway/gate. ? Indicate if evacuation is underway.
 Request 9-1-1 operator to call Electric Company (they have rapid access).
 Stay on the line to provide updates.
 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 ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

- 1) The School Administrator will establish a Crisis Intervention Team, AKA Champions Team, which has primary responsibility for providing necessary assistance after all types of crises.
- 2) The Champions Team will assess the range of crisis intervention services needed during and following an emergency.
- 3) The Champions Team will provide direct intervention services for students and staff.
- 4) The school director and Champions Team will work together to determine when and how school functions should be restored.

Suspected Contamination of Food or Water

Contamination of Food/Water

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

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services (530) 749-6366 Local District Office, and the Office of Environmental Health and Safety (530) 749-5450.
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to the responding authorities.
4. The School Nurse/Medical Assistants Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

School District Tactical Response Plan

1. Comprehensive Safety Plan: Our school district has developed a comprehensive safety plan that outlines procedures for various criminal incidents, including active shooters, armed intruders, assaults, and other potential threats.
2. Threat Assessment Team: A dedicated threat assessment team, consisting of school administrators, counselors, teachers, and law enforcement representatives, regularly reviews and updates the safety plan to ensure its effectiveness.
3. Training and Drills: Our staff, students, and law enforcement personnel undergo regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis. These exercises cover lockdown procedures, evacuation plans, communication protocols, and first aid.
4. Emergency Communication System: We have established an efficient emergency communication system that can quickly notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.
5. Safe Zones and Evacuation Points: Safe zones within each school building have been identified for staff and students to seek refuge during a lockdown. Evacuation points have also been designated away from the school premises.

6. **Coordination with Local Law Enforcement:** We maintain a close working relationship with local law enforcement agencies, including police and emergency responders. They are familiar with the layout of our school buildings and actively participate in 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
- Do not open the door

Adults and Staff:

- Recover students from the hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

If the School Administrator issues the EVACUATE protocol, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation:

Students:

- Leave items behind if required to
- If possible, bring their phone
- Follow instructions

Adults and Staff:

- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using the Raptor App.

All media inquiries will be referred to the District Superintendent.