Comprehensive School Safety Plan

2025-26
School Year

School: Washington Colony Elementary School

CDS Code: 10625136007405

District: Washington Colony Elementary School District

Address: 130 East Lincoln Ave.
Fresno, CA 93706-6043

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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).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Escuela Primaria Washington Colony.

Safety Plan Vision

Washington Colony Elementary School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct,

responsible behavior, and respect for others. Evidence-based strategies that establish schools as safe and caring places can include social emotional learning where impulse control, empathy, and interpersonal communication skills are taught with guided and independent practice scenarios. Schools that reframe how student with student, student with adult, and adult with adult interactions occur can ensure fairness, equity, and continuous improvement in both behavior and academic outcomes. Washington Colony Elementary continues to implement school-wide, group, and individual interventions like Positive Behavior Interventions and Supports (PBIS) and Navigation 360 to help reframe policies, protocols, and practices at Washington Colony Elementary.

Components of the Comprehensive School Safety Plan (EC 32281)

Washington Colony Elementary School Safety Committee

Jesus Cruz, Sabrina Green, Mrs. Pierce, Jeff Dronyk, Maria Quintero, and Lisa Cerda

Assessment of School Safety

1. Regular review and assessment of the current safety needs will be conducted Annually

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

2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

A. CHILD ABUSE REPORTING: Procedures consistent with Penal Code 11164.
B. DISASTER PROCEDURES: Routine and emergency disaster procedures.
C. POLICIES FOR SERIOUS ACTS: Policies per Education Code 48915(c) for suspension, expulsion, or mandatory expulsion recommendations.
D. TEACHER NOTIFICATION: Procedures to notify teachers of dangerous students in accordance with Education Code 49079.
E. DISCRIMINATION AND HARASSMENT POLICY: Policies consistent with Education Code 200-262.4 prohibiting discrimination.
F. DRESS CODE: Provisions and definitions for prohibiting "gang-related apparel" if a dress code is adopted.
G. SAFE INGRESS AND EGRESS: Procedures for the safe ingress and egress of students, parents/guardians, and employees.
H. SAFE AND ORDERLY ENVIRONMENT: Ensuring a safe and conducive learning environment.
I. SCHOOL DISCIPLINE: Rules and procedures as per Education Code 35291 and 35291.5.
J. CRIME REPORTING: Procedures for reporting school crimes, including hate crimes, to the California Safe Schools Assessment.
K. SUICIDE PREVENTION: A Suicide Prevention Plan and Emergency Phone Tree.
L. STUDENT SAFETY AND WELLNESS PLANS: Developed for students needing extra emotional support.
M. SOCIAL AND EMOTIONAL LEARNING (SEL): Activities presented in classrooms.
N. ALL 4 YOUTH: Behavioral health services for students and families through support programs.
O. CAL-FIRE INSPECTION: Annual inspections and training for safety plan adherence in classrooms and kitchens.
P. ROBOCALLS: Automated calls to parents, teachers, and staff.
Q. MONTHLY STUDENT NEWSLETTER: Updates for parents, teachers, staff, and community members.
R. DRILLS: Regular practice of fire drills and lockdown drills.
S. CAMPUS SAFETY MONITOR: On-duty campus safety personnel.
T. ACTIVE SHOOTER TRAINING: Training for teachers and staff.
U. SCHOOL SAFETY PLANNING: Planning for school safety with campus monitors and administration.
V. NARCAN NASAL SPRAY TRAINING: Training for teachers and staff by Fresno County Superintendent Schools nurse.
W. FENTANYL AWARENESS: Education on fentanyl awareness for students, teachers, staff, and parents.
X. ACTVNET: A web-based solution to improve emergency response and school safety.
Y. PARENT SQUARE: A comprehensive communications platform integrating various communication tools and notifications.

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

All district employees and teacher candidates must be trained annually in child abuse identification, prevention, and reporting procedures, along with identification, prevention, and reporting of staff-to-student sexual conduct. District guidelines for this training: All district employees must complete all the mandatory training to include the Child Abuse Prevention, substitutes, and

new hires must complete the mandatory training. Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees; administrative officers; athletic coaches, administrators, and directors; administrators and Preschool teachers; district police licensed nurses or health care providers; and administrators, presenters, (Penal Code 11165.7).

Types of child abuse:
1 Physical abuse – non-accidental act resulting in injury; cutting twisting limbs, shaking, hitting, beating, burning, biting, or any other extreme physical mistreatment.
2 Sexual abuse - incest, any forced sexual activity, exposure to sexual stimulation not appropriate of the child's age, sexual exploitation of a minor.
3 Neglect – negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury has occurred; pattern of failure to provide for the child's emotional needs.
4 Emotional abuse - constantly blaming or demeaning; excessive yelling or shaming; frequently interacts with child in hostile manner.
1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriffs. (Penal Code 11165.9, 11166)
When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.
2. Written Report
Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include if known: (Penal Code 11167)
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
b. The child's name and address, present location, and, where applicable, school, grade, and class
c. The names, addresses, and telephone numbers of the child's parents/guardians
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
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The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
3. Internal Reporting
The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166). Reporting child abuse or neglect to an appropriate agency are encouraged,
The Child Abuse Hotline is (559) 600-8320

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

Disaster Plan

Board Policy 3526
The District & School disaster plans are located in a White Binder located by each door in each classroom.
The Master Disaster Plan is located in the School Office.
The disaster plan is reviewed each year with staff, campus safety monitor and teachers

Disaster Planning
The Campus Safety Monitor and Administration shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.
Risk factors, response and contingency plans, quick response designs, parent
contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.
EMERGENCY PROCEDURES
INITIAL RESPONSE TO EMERGENCIES
When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.
IDENTIFY TYPE OF EMERGENCY
The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies are listed below:
Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds Flood
Loss or Failure of Utilities
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Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout
Locked Gates

For increased safety of students, and staff, Washington Colony Elementary policy on open gates is that all gates will remain locked during school hours:

LOCK DOWN/FIRE DRILLS, EARTHQUAKE, – DISTRICT POLICY

In order to better prepare our staff/students Washington Colony Elementary requires the following drills be practiced each school year:

Elementary and Middle School

1 fire drill per month
4 lock-down drills per year
4 earthquake preparedness drills per year

Adaptations for Students with Disabilities

This will be implemented during the 2024- 2025
1. Procedures for students with special needs may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate

each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

- a wheelchair on a daily basis
- specialized equipment
- physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:

- identifying all students who will require additional assistance
- working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

5. Use the format below to complete an Individual Emergency Procedures Plan for each student with special needs. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials (class roster, etc.)

Student: Room #: Teacher:
Designated Specialized Assistants:
(Identify two staff in this area)
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) For example: Monitor blood sugar level and provide glucose sources as needed

* This plan is only for students needing extra assistance during an emergency/evacuation. Once form is completed, each form needs to be kept on file at school site (in classroom & office).

Public Agency Use of School Buildings for Emergency Shelters

Washington Colony School is available to governmental agencies such as law enforcement , Student Wellness Center and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Board Policy 5144.1 Suspension and Expulsion/Due Process
The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and wellbeing, and promotes their learning and development. The Board shall develop rules and regulations set the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in the law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to school activity or school attendance occurring within any district school or another school district, School policies follow district policies and state laws regarding suspension and expulsion. The suspension and expulsion policy is printed in the student handbook given to the student at the beginning of the year.
A pupil may not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions.

The process is first the school site will meet with district representation to determine if the behavior offense warrants a recommendation for expulsion. If the Principal recommends expulsion, the case is then presented at the district office in front of two other administrators not connected to the school of origin. If that team determines the expulsion should go forward, then the case is brought to the Board who will determine at that point if a student should be expelled from Sequoia Union High School District or not.
regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
1. While on school grounds
2. While going to or coming from school

3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored Activity
Appropriate Use of Suspension Authority
Except when a student's act violates Education Code 48900(a)(e), as listed in items #15 under "Grounds for Suspension and Expulsion: Grades K12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, the suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)
A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.
No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)
Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.
On-Campus Suspension
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.
Except where a supervised suspension is permitted by law for a student's first offense, the supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)
Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))
As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any a student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
1. Possessing a firearm that is not an imitation firearm, as verified by a certificated employee, unless the the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the
The superintendent or principal shall have the discretion to recommend the expulsion of a student.
No student shall be expelled for disruption or willful defiance. (Education Code 48900)
Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

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

Board Policy 5148
Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
This information is forwarded to the principal/ superintendent office. The principal/designee is responsible for prompt notification

of the student's teachers. This information is also
often forwarded to all administrators who share with staff members.

a) A 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. 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

b) No school district, or school district officer or employee, shall be 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 that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An 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 in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both. When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about the student and the student's behavior contract. Copies of the written notice are maintained in the school office. When the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal or designee will notify the staff. Staff are notified of suspension or expulsion through an email.

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

Board Policy 5145.7 Sexual Harassment

Washington Colony Elementary and the Governing Board are committed to maintaining a learning environment that is free of harassment. Washington Colony Board prohibits the unlawful sexual harassment of any student by any employee, student, or any other person at Washington Colony campus or at any school-related activity. The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment.
Students will be assured that they need not endure any form of sexual misconduct or communication, including harassment, because of their sexual orientation. They shall further be assured that they need not endure, for any reason, harassment that disrupts the
educational environment of a student's emotional well being while at school. Students who believe they are the victims of harassment should seek a Washington Colony staff person who will immediately refer the matter to an administrator. Reports of harassment can be filed with an Incident Form for Complaints of Harassment, which can be obtained in the Vice Principal's Office, Nurse's office and the Counseling Department (Wellness Center). Reports can also be made to any Washington Colony member, who will document and report the Incident to the Principal or Principal designee within twenty-four (24) hours of receiving the initial report. (Education code 212.6) Prompt action will be taken to remedy the situation once the incident has been submitted to one of Washington Colony administrators for investigation. Any student who engages in sexual harassment of anyone at school or at a school related activity shall be subject to disciplinary action up to and including expulsion. (cf 5144.1)
Any employee who fails to report sexual harassment shall be subject to disciplinary action, up to and including dismissal. In addition, criminal and civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse. (cf 4118; 4218; cf 5141.4)
Staff shall immediately report complaints of sexual harassment of students to the Washington Colony Principal or one of the vice principals. Staff shall also report any incidents of harassment that they observe, even if the harassed student has not complained.
The Washington Colony prohibits retaliatory behavior against the person filing the complaint or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals included in the investigation of a complaint shall not discuss related information outside of the investigation process.

Superintendent of Schools are committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student in school, or school-sponsored or school-related activity is prohibited.

Additionally, retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complaint in alleging sexual harassment is prohibited.
The Superintendent strongly encourages any student who feels they are or have been sexually harassed on school grounds or at a school event by another student or adult, is to immediately contact their teacher, the principal or administrator, or any other available school employee. Reports to or observations by teacher, staff or administration of sexual harassment of students shall be addressed in accordance with law and the related to Superintendent regulation.
Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and SCCOE Uniform Complaints Procedures. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or to take other subsequent necessary action. Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this Board Policy shall be subject to disciplinary action.
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (a) submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress, (b) submission to or rejection of the conduct by a student is used as the basis for academic decision affecting the student, (c) the conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, or (d) submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or activity

Reporting Process and Complaint Investigation and Resolution
Any student who believes that they have been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment are strongly encouraged to report the incident to a teacher, the principal or program administrator, or any other available employee. Within one school day of the sharing of such a report, the report shall be forwarded to the Superintendent, In addition, any employee who observes any incident of sexual harassment involving a student shall, within one school day, report this observation to the Superintendent. The employee shall take these actions whether or not the alleged victim files a complaint.
If the Superintendent determines a complaint of sexual harassment involves off-campus conduct and the conduct may create or contribute to the creation of a hostile school environment, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.
When a verbal or informal report of sexual harassment is submitted, the student or parent/guardian shall be informed of the right to file a written formal complaint in accordance with the Uniform Complaint Procedure.
When an incident of sexual harassment is reported, the Superintendent or designee shall take immediate measures to stop the harassment and protect students and/or ensure their access to the educational program.

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

Board Policy 5132 Dress and Grooming:

The school site dress code of Washington Colony Elementary is as follows:
We expect our students to dress in a manner that exemplifies academic scholarship and is aligned to our school goal of preparing them for their future as a college student and professional. The dress code policy is designed to support

them in meeting this expectation. Washington Colony mission is to guide students towards becoming good citizens and participants in
the employment market and larger society; school is a student's place of business. Part of this responsibility involves appropriate dress and personal appearance.The administration will monitor student dress at school and at school events. The dress code is in the student/parent handbook, Students who are in violation of the dress code will be brought to the administrators office and will be reminded of the Dress
Code Policy. They will not be allowed in class until their clothing meets the guidelines of the Dress Code Policy. Disciplinary action will follow if students continue to not comply with the dress code.
The dress code is designed to allow for student comfort and personal expression while maintaining an environment conducive to learning and appropriate for the educational setting.
The following items are examples of what the school considers inappropriate and are not to be worn at Washington Colony.
The Appropriate dress and grooming contribute to a productive learning environment.
The Board, and administration, expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.
Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.
Gang-Related Apparel:
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan to protect the health and safety of the school's students.

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Education policy, and administrative regulations. These school dress codes shall be regularly reviewed.
Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
In addition, the following guidelines shall apply to all regular school activities:
1. Shoes must be worn at all times. Sandals must have heel straps. Thongs, slipper Uggs, Crocs or backless shoes or sandals are not acceptable. Sunglasses are not to be worn at anytime on campus or school related activities.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps, and other head coverings shall not be worn indoors. Hats must be the school logo or solid color.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
6. Pants that are sagging and expose underwear or undergarments are prohibited.
The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

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

Board Policy 5142 Procedures for Safe Ingress and Egress

Students arrive at their school site by bus, walk or parent/guardian transportation.(at 7:45 a.m.) Students arrive safely and are met at the doors by
school staff and Campus Safety Monitor . For special education students, additional assistance is provided as per the IEP or student need. Staff members assist in
the ingress and egress of students..

Transportation and Safe Ingress and Egress of Traffic.
Transportation to and from a sports activity or to and from school is a privilege for Washington Colony Elementary School District provides for its students. Students are expected to maintain appropriate behavior. No food or drink is ever allowed in School Bus
If students abuse this privilege,
1 A meeting will be schedule with the Director of Transportation and Administration to discuss the policies and behavior.
to any student.
2. Bus Transportation slips must be renewed each school year and submitted into the front office, a call from the front office will be given to parent on date and time of bus transportation will start.

3. Students who arrive tardy are to check into the attendance office before reporting to class.
4. Students who leave early are checked out through the office and released to the parent or, with a note from the parent, released to the adult
identified in the note. Identification is requested.
5. Individuals coming onto campus are all directed to check in with the front office and are granted a visitors pass if they
are considered to have an appointment.
6. If an adult or unfamiliar face is seen on campus by our security or administration, they are asked to either check in with the office or are escorted off campus.
7. There is supervision by campus Monitor and administration around campus before, throughout and after the
school day.
8. Students are given specific directions while on campus as it relates to navigating the halls during passing
period and at lunch.
9. The congestion at pick up times has necessitated specific procedures (Bus pick-up/ drop-off, parent pick-up/ drop-off)
10. During emergency drills, students and staff follow routes as established at the school site.

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

Goal

Component:

Component 1: Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment .

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current safety plan to ensure school-wide safety.27 additional cameras were installed school-wide on the surrounding campus this included blind spots on school campus. Director of Maintenance is able to see campus on his phone.	Update Safety Plan	Current Plan	Jesus Cruz/Sabrina Green/ Jeff Dronyk	25/26

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students. CAL-Fire Inspection and safety in the classroom and Kitchen Appliance	Update Procedures	Current Plan	Jesus Cruz/Sabrina Green	25/26
Teachers and Staff are to keep classroom doors locked at all times.	Confirm that each door has locks from the outside and front gates	Maintenance	Jeff Dronyk/ Jesus Cruz	25/26
Ensure student safety by practicing initial action drills with students and staff on a regular basis. Exit signs are posted at each door in front office and classrooms	Conduct Initial Action Drills: Duck and Cover, Shelter in Place, Lock Down, and Evacuation/Fire Drill.	Safety Plan	Jesus Cruz/ Jeff Dronyk	ongoing
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation. Instructional aides have red bag with first aid supplies	Purchase Emergency Kits and Supplies and LVN will supply supplies each month .	Safety Plan and First Aide	Jesus Cruz/Maria Rodriguez/ LVN	On Going
Procedure on a Suicide Prevention Plan and Emergency Phone Tree. If emergency occurs an administrator will be notified, by the Wellness Team	A phone tree has been developed in case of an emergency, Administrator will be notified first and proceed to next person on the phone tree. Training for teachers and staff	Safety Plan	Jesus Cruz/ Sabrina Green/ Maria Quintero	On Going
Yellow Vest for all instructional aides and Lunch supervision. All instructional aides have radios	Update on Radios, checked out to staff at the beginning of the year.	Safety Plan	Jeff Dronyk/ Jesus Cruz	On Going

Objectives	Action Steps	Resources	Lead Person	Evaluation
Instructional aides, front office and cafeteria, staff, bus drivers and administration All Instructional aides have radios at all times. Teachers during yard duty in morning and afternoon have radio, on the Middle and Elementary side.	Basic First Aid, Narcan and Epi-Pen Training	First aide, Safety Plan	LVN and RN Nurse	25/26
Onsite Defibrillator was purchased will be kept in the front office. Epi-Pens for Adult/ Junior for students and Narcan Spray for students.	Training of Staff and administration was completed	First aide and Safety Plan	LVN and RN Nurse	25/26
CPR and First Aid for staff and preschool staff	Training was held for basic understanding and awareness.	Safe School Environment	LVN and RN Nurse	25/26

Goal

Component:

Component 2: School Culture

Element:

Creating a positive atmosphere for learning and safety for all students and Staff.

Opportunity for Improvement:

Increase school spirit and pride. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase Parent Communication	Maintain: Website Marquee Blackboard Connect Robo Calls Home Visits Email to parents AERIES App. (Middle School only) ParentSquare (Main Source)		Jesus Cruz, Sabrina Green, Andrea Pierce, and Maria Quintero	On- Going

Objectives	Action Steps	Resources	Lead Person	Evaluation
Working with Stakeholders in creating the LCAP for Washington Colony School. Parent Advisory Committee (PAC) in regards to LCAP to be held 4 times a year.	Community Meetings, LCAP/ PAC Meetings		Jesus Cruz, Sabrina Green, Maria Rodriguez, Becky Mitchell	Spring 25/26
Positive Behavior Intervention System (PBIS) to establish the social culture and the behavioral supports needed for all children in school to achieve both social and academic success. Continue the school-wide token economy (Patriot Tickets), and clarify how to receive the positive interventions	Students are given Patriot tickets for school spirit, pride, and character counts, PBIS store, perfect attendance by grade and teacher, Passport Day to review behavior, school spirit and pride. Middle School Students, field trips, extra activities after ineligible list is complete		Maria Quintero, Alicia Aguilar, Alex Rossotti, Mrs. Pierce, Shelby Surabian, Sabrina Green	On- Going
Student of Month for Character Trait and Trimester Awards for academic success. Honor Roll Activity for students who meet the criteria (end of the year trip).	Students are given a certificate, for demonstrating the character trait and trimester awards for perfect attendance, honor role, improvement of behavior or grades		WCE Teachers	On- Going
Increase Attendance School Wide Implement frequent, consistent awards for attendance and academics	Competitions are aligned with 6- week grading and there are certificates for students who have been identified truant and improved there after. Home Visits with Truant Officer. and to support for parents on having their child attend school. Prizes for class's on perfect attendance.		Parent Liaison, Sheryl Robledo, Sabrina Green, and Jesus Cruz	On- Going
Parent Institute For Quality Education	Parent Engagement Program		Sabrina Green, Andrea Pierce	25/26(Fall)
COVID Testing Kits available	Parents, students, teachers, and staff		LVN, Jesus Cruz , Sabrina Green	On- Going
Presentation Social Emotional Learning (SEL)	Students TK- 8th grade, In the classrooms and Staff, teachers (PD)		Maria Quintero, Wellness Center Team and FCSS provider	25/26

Objectives	Action Steps	Resources	Lead Person	Evaluation
Parenting Partners	Parent Engagement Program		Sabrina Green, Lilli Espinosa and Andrea Pierce	25/26 (Spring)

Goal

Component:

Component 3: Personal Characteristics of Student and Staff

Element:

Traits that students, teachers, administrators, and other school personnel bring to campus.

Opportunity for Improvement:

Ensuring students, teachers, administrators, and other school personnel receive ongoing in-service training to meet the changing needs of the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student behavior and success.Institute quicker responses to behavioral referrals, with varying individualized resolutions, including alternatives to suspension. Students are assigned Navigation 360 with school counselor	Provide Parent Workshops, PBIS and Student Study Teams and School Site Council (SSC), Navigation 360	FCSS: PBIS Parenting Partners Mental health resources,district-wide interventions	Maria Quintero Stephen Taylor, Sabrina Green, Andrea Pierce and Lili Jones	decrease of suspension
Provide professional development for teachers, administrators, and other school personnel.	Provide Professional Development	FCSS, Wellness Team	Jesus Cruz, Becky Mitchell, Andrea Pierce	25/26
Implement PBIS	Create a PBIS Team to plan an organize the implementation of PBIS and PBIS Store	Wellness Team	Maria Quintero, Atiana Aguilar, Alex Rossotti, Andrea Pierce, Vivian Cabrera, Lilli Jones, and Shelby Surabian	Reduce Behavior
Parent Institute for Quality Education (PIQE)	Implementing the PIQE Parent Engagement in Education Program, Establishing Collaboration between home, School and Community.	Family and Parent Engagement	Jesus Cruz, Sabrina Green and Andrea Pierce	25/26
School Safety Plan/ Safe Inspection	Annual Cal-Fire Inspection and Safety in the Classroom Guideline	CAL-Fire Inspection	Jeff Dronky	25/26

Social/ Emotional and Well- Being	School Based Prevention and early intervention to students to supplement their academic program	FCSS and School District	Vivian Cabrera, Sharon Escobar and Maria Quintero	25/26
COVID -19 Teacher Handbook	School Based Prevention on health and safety for students, teachers and parents	Dept. of Public Health and FCSS	Sabrina Green, Angelica Perez, LVN	
Active Shooting Training and School Safety Symposium (ACTVNET)	Safety for teachers, students and staff	Dept of Sheriff Law Enforcement	Jesus Cruz, Sabrina Green, Jeff Dronky, Maria Quintero,	25/26
Student Wellness Center	Social and Emotional (SEL) Counseling	FCSS Psychologist, Mental Health and School Counseling	Vivian Cabrera, Maria Quintero and Sabrina Green	25/26
Positivity Project	Provide parent leadership roles	Parenting Partners with Family and Parent Engagement	Sabrina Green, Andrea Pierce	Fall/Spring On- Going

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

Washington Colony Elementary School Student Conduct Code

Standards of Behavior
At Washington Colony School we believe that every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility. In support of this belief, the Board of Trustees has adopted the following standards of behavior (examples follow each rule): The school discipline policy is summarized in the student behavior policy which is reviewed with parents and students in student/parent handbook at the beginning of every school year . The following summary is from the student behavior policy.
Washington Colony Elementary believes that a positive learning environment is essential to a quality education. It is important that staff and students exercise sound judgment to prevent or protect against behaviors which may lead to disruptions of learning. Students need to understand their rights and responsibilities, and are responsible for complying with all district,school, and classroom rules.

1. FOLLOW DIRECTIONS
Follow directions at any school sponsored function. Follow playground rules.
Follow rules in the classroom required by each of your teachers.
Follow rules while traveling between classes and while in lines.
Follow rules on the bus and in the cafeteria.
Follow directions of person in charge. Do it the first time. Be a good listener.

2. SHOW RESPECT
Be polite to everyone.
Use self-control; do not lose control of your temper. Keep your school clean and litter free. Respect the property of others.
Treat others the way you want to be treated.
Absolutely no disrespectful back-talk to adults.
Address adults politely using their titles (Mr./Mrs./Ms./Dr./,Pastor/etc.) No aggressive touching/fighting/pushing.
No cursing or bad language; use positive, appropriate language. No ethnic/racial slurs.
Respond respectfully and appropriately when spoken to by adults. Listen when someone else is talking. No mean spirited teasing.
No Display of Affection and Physical contact among students.

3. BE PREPARED
Have necessary supplies: books, pencils, paper. Have your own work done and ready. Have homework completed when due. Be in your seat ready to work on time.
Wear clothing appropriate for school activities. Enter the classroom quietly. Work on assigned tasks.

Be willing to work cooperatively with everyone.

4. BE SAFE
No aggressive touching (shoving, pushing, fighting, hitting, etc.)
Leave medication in the office or at home (if not needed at school).
No weapons or dangerous items of any kind on campus.
No fighting (verbal or physical).
Do not lose control of your temper.
Follow all rules (classroom, yard, cafeteria, bus,etc.)
No inappropriate throwing of anything (e.g., trash, food, gum, etc.)
Notify any staff member of unsafe behavior.

5. BE RESPONSIBLE
Being Responsible has been added to the student expectation in 2015/2016 as part of implementing PBIS. Students are to complete assignments, care for school supplies and facilities, turn in books and work.

Conduct Code Procedures

EXPLANATIONS - CONSEQUENCES OF STUDENT MISBEHAVIOR

Detention
Detention is the assignment of a student to a supervised area for a specified time before or after school, during recess, or during lunch. Supervision must be assigned to a certificated employee. The student shall be given adequate time to use the rest, get a drink or eat lunch.

School Attendance review Board (SARB)
School Attendance Review Board (SARB) reviews student attendance and disruptive behav- ior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may direct a student to take part in community services. SARB may involve the District At- torney, County Probation Department, Sheriff's Department, and County Health and Human Services in a student's case. SARB may transfer the student to another school or to an alter- native education program.

The Search and Seizure Policy
The Search and Seizure Policy governs the district's authority to search individual students and their property. School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

Suspension
Suspension is the removal of a student from the classroom for disciplinary reasons for a de- fined period of time by a teacher or a school administrator. A principal or a designee may suspend from school for up to five consecutive days. A teacher may suspend for the remain- der of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension: On-campus suspension and out of school suspension. Students placed on home suspension are not per- mitted on or near Washington Colony Elementary School Campus, nor are they allowed to participate in any school activities during the period of suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary. Students assigned on-campus suspension will not be allowed to participate in any school activities during the period of on-campus suspension, nor stay for the After School Program (if enrolled in the program).

Expulsion
Expulsion is the removal of a student from Washington Colony School District for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for re-admission must be considered within a speci- fied time period. State law provides for full due process and rights to appeal any order of expulsion.

State law mandates the Board of Education expel students for:

Possession, sale, or furnishing of a firearm;
Brandishing a knife;
Sale of Drugs
Committing or attempting to commit sexual assault or battery; Possession of explosives.
California Education Code requires a school administrator to recommend expul-
sion if a student commits one of the following offenses:

Causing serious physical injury to another person except in self-defense;
Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;
Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana;
Robbery or extortion;
Assault or battery upon a school employee.

A pupil shall not be disciplined, suspended, or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student
is enrolled determines the pupil has violated one or more parts of the Standards of Behavior. (Education Code 48900).

A pupil may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior that are related to school activity or school attendance occurring at any district school or within any school district, including, but not limited to, any of the following.

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

Discipline Matrix available in the Parent-Student Handbook

When a student receives 3 or more conducts in a week, or a major behavior violation, the following steps below will be followed. Administrative actions may include the actions as listed with each step and/or alternative disciplinary actions, such as: time out, restitution, loss of privilege(s), campus beautification, targeted instruction, conflict resolution, re¬ storative justice, time in the office, conference with the student, conference with the parent, in-school suspension, and/or out-of-school suspension.

1st Discipline Notice Parent/Student Conference with Teacher
-Placed on Behavior Contract
2nd Discipline Notice In-school Intervention/Campus Beautification
1 Day
3rd Discipline Notice In-school Intervention/Campus Beautification
2 Days
4th Discipline Notice Out-of-School Suspension based off of the discipline
matrix – 1 Day, SST Meeting Scheduled
5th Discipline Notice Out-of-School Suspension based off of the discipline
matrix - 2 Days, Loss of 8th Grade Promotion

(K) Hate Crime Reporting Procedures and Policies

Board Policy 1312 Uniform Complaint Procedures:

School Safety Practices, Policies and Procedures:
Washington Colony Elementary is committed to providing a respectful, inclusive, and safe learning environment that protects students from
discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or
property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in
whole by bias or hostility toward the victim's real or perceived race,color, ancestry, nationality, national origin, immigration status, ethnic
group identification, ethnicity, age, religion, marital status, pregnancy,parental status, physical or mental disability, medical condition, sex,
sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic.
The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate motivated behavior to the extent possible, and address such incidents
if they occur. The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth where diversity is celebrated and hate motivated behavior is not tolerated. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate motivated acts.
The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes
an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural
society, explains the harm and dangers of explicit and implicit biases, discourages discriminatory attitudes and practices and provides strategies to manage conflicts constructively.

A. Bully Prevention
"The Washington Colony Elementary School District's Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical
and emotional harm". No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.
School administration at Washington Colony Elementary School enforces this policy and will not tolerate bullying of any type.
B. Safe Ingress/Egress Procedures
Supervision of Students
As students arrive on campus each morning, campus supervision and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus supervision and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.
Visitors
Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

(J) Procedures to Prepare for Active Shooters

ACTVNET Procedures Implemented Districtwide

Procedures for Preventing Acts of Bullying and Cyber-bullying

24/7 Securly Internet Security System Alerts for Emails and Internet Block Filter for Media Apps
PBIS Expectations
Positivity Project Implementation
MTSS and Wellness Team Anti-Bullying Presentations and PASSPORT Day

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention and Life-Saving Response Procedures:

STEP 1: IDENTIFY OVERDOSE & CHECK FOR RESPONSE :
Check for signs of an opioid overdose. Ask the person if they are okay (e.g. shout their name, shake their shoulders or firmly rub the middle of their chest with your knuckles)
Signs of opioid overdose:
*Will not wake up or respond to your voice or touch
* Breathing is slow, irregular or has stopped
* Pale Skin, purpose lips and fingernails
* Very small puplis
* Faint Heartbeat
* Limp arms and legs
* Inability to speak
* Vomiting

STEP 2: CALL 9-1-1 One of the most important steps to take is to call 9-1-1 so the person can receive immediate medical attention.
STEP 3: GIVE NALOXONE Naloxone (brand name Narcan®) should be given to any person who shows signs of an opioid overdose. If the person does not respond after giving a dose of naloxone, another dose may be given every 2 to 3 minutes, if needed until the person responds or emergency medical help is received. 1. Remove cap on naloxone vial and wipe the top with an alcohol swab. 2. Remove cap of needle and insert into vial. 3.With the vial upside down, pull back plunger to draw up 0.4mg (1ml) of naloxone. 4. Inject into muscle in the upper arm or thigh. 5. Properly dispose of used needle/syringe in a sharps container. Auto-Injector: Follow visual and device voice instructions. 1. Pull auto-injector from outer case. 2. Pull off RED safety guard. Do not touch BLACK base. 3. Place black end of auto-injector against outer thigh, through clothing, if needed. 4. Press firmly and hold in place for 5 seconds. You will hear a "click" and "hiss" sound.

- STEP 4: START RESCUE BREATHING & CHEST COMPRESSIONS If the person is not breathing or gasping for air, begin rescue breathing and chest compressions. Do 30 compressions (push hard and fast), then two breaths. Repeat until the person is moving/breathing on their own, or help/AED arrives. If you cannot do rescue breathing, you can still do "hands only" chest compressions. If the person is moving and breathing on their own, place them in recovery position
- (Step 5) on their side. Stay with the person until they go to the hospital or help arrives. Someone who was given naloxone may be at risk for another overdose or can choke on their vomit. Pre-Packaged Nasal Spray:

Prevention for Opioid plan:
1. A Collaborative Team is developed:
* The school nurse, school counselors, school psychologists and mental health providers
* School Administration,

2. Teachers/ Staff/ Parents:

* The Fresno County Superintendent Schools will conduct a training and opioid awareness
* The Youth Leadership Program will have conduct trainings for Middle School students during After-School Students
* The Collaborative Team will conduct Awareness and Training bi-monthly to parents/ teachers/ staff. And collect information regarding student engagement and connectedness.
* Washington Colony will have presentation (Speakers) to students/ parents/ teachers/staff.
* Awareness school wide for all students with flyers regarding Opioid

* Have Parents/ Family Members need to talk to their children about opioid and overdose.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The Response Procedures for Dangerous, Violent or Unlawful Activity:
Washington Colony Elementary School promotes educationally and psychologically healthy environments for all children and youth. Washington Colony Elementary recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Washington Colony Elementary School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Washington Colony Elementary School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.
School Safety Strategy #1: Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected. Preventing and Intervening: Pupil Aggressive Behavior Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. Staff members at Washington Colony Elementary School have received training in conflict resolution and confrontation skills. Washington Colony Elementary School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation. Mental Health Programs students are referred to the Student Wellness and Support Services houses two mental health clinicians that are dedicated to providing mental health services to our student community. There are two Fresno County Superintendent Schools School Psychologist and School Counselor. School Mental Health aim to provide a spectrum of comprehensive, integrated, culturally sensitive services that support the academic achievements of Washington Colony students by addressing mental, social, and emotional barriers. Washington Colony Elementary Mental Health Consortium is a partnership of all school-based mental health programs servicing the district. The consortium meets monthly to ensure that the highest quality of mental health services are provided to students and their families. Any staff observing warnings signs or symptoms of mental health issues with students must communicate their concerns with a site administrator/designee and shall refer the students to appropriate mental health services available within the district. In extreme crisis situations, schools shall implement the district Procedures for Responding to Students at Risk for Suicide from the School Site Mental Health Crisis Management Manual for cases where a student presents with suicidal ideation or plan. In incidences of possible suicide, staff identified to respond in these circumstances will be contacted. Law enforcement may also need to be contacted under specific circumstances, as well as lock-down if the safety of students, staff and teacher are in- danger.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on October 1, 2025 and adopted by Washington Colony Elementary School on February 10, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Washington Colony is a K-8 elementary school located in a rural region southeast of Fresno in the community of Easton. The administrative staff is comprised of a Superintendent, a Principal, and a Learning Director. The full-time instructional staff consists of nineteen classroom teachers, a band/classroom music teacher, a full time PE teacher, two district Resource Specialist (RSP) teachers, one Special Day Class (SDC) teacher (with aide), and an English Learner Coordinator/Coach. Washington Colony has a Reading Lab on site to assist in increasing the reading levels of students who are below grade level in reading ability. It is staffed with one full time credentialed teacher, one instructional aide and one instructional bilingual aide serving K-5, and two bilingual aides serving grades 6-8. Additional support staff includes one Fresno County Office of Education psychologist, a speech therapist, and three part time aides supporting instruction in the TK/K classrooms. With one transitional kindergarten and two classrooms per grades Kindergarten through 8, enrollment averages approximately 430 general education students inclusive of about 9 students in our SDC class. A state funded pre-school is housed on site and is staffed with a teacher/supervisor and four instructional aides, two of whom are bilingual.

With the uncertainties presented by an emergency or disaster related closure, Washington Colony is committed to activating a plan to continue instruction and provide information and resources to students and their families. The health and safety of our students, staff, and families is of the utmost importance. As an emergency or disaster changes our collective landscape, we strive to work together with all stakeholders to provide the best possible programs for all students. Support for students, families and all staff regarding their social-emotional well-being, learning needs, and safety concerns are the primary focus. Providing academic instruction with embedded supports to sustain or accelerate performance growth and provide the guidance and resources to support the physical, mental, and social well-being of our students is addressed in this Instructional Continuity Plan.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

The district is prepared to activate communication to parents and families as soon as the official declaration of an emergency or disaster indicates a school closure. Notifications would include information regarding the Grab and Go breakfast and lunch system for children in the Easton area to receive nutritional services; a viable plan for Remote Learning with the distribution of Chromebooks and, if needed, Hot Spots to deliver instruction through Zoom or Google Voice contact; and schedules for a drive through process to obtain learning materials and work packets needed to accompany Remote Learning of core content instruction. Committees representing instructional, custodial, cafeteria, and Educational Partners (PAC, SSC, D/ELAC) will be formed to engage all in receiving the most current information regarding a disaster, inviting input to navigate the changes that occur, and participate in decision-making for the best possible outcomes for staff, students, and families.

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

The district is able to communicate with parents and families in both English and Spanish using Blackboard Connect, Parent Square, phone calls, the district marquee, the LEAs website, and written notifications that accompany work packets or the Grab and Go system for providing meals. Google voice accounts are available for further communication between school staff and parents as well as to assist in instruction. During an emergency remote participation is necessary. The LEA provides teleconferencing, Zoom meetings, or online surveys that are posted on the district's website. Parents and community are notified of meetings through the use of Blackboard Connect, Parent Square, the digital marquee, or notices are posted on the district's web page. Links or phone numbers are made available inviting educational partners to contribute feedback. The district invites parents and community to provide public comment during Board meetings when discussion and adoption of this plan are on the agenda via teleconferencing. A summary of the ICP in English and Spanish is available to parents, students, staff, and community members via the District Web Site. Parents are able to provide input during the Board meeting live via Teleconference meeting by calling the Teleconference line during open session and dialing the required meeting ID. Teleconference assistance is in English and Spanish and is provided to parents.

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.

The impact of unforeseen events such as power outages and damage to infrastructure will reduce the options for two-way communication. The district maintains the ability to use Blackboard Connect using a computer and cell phone. The option for parents and families to communicate remains available during the Grab and Go system for nutrition and obtaining materials and work packets for their children until such time when unforeseen events are resolved.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The district has established a multidisciplinary team dedicated to planning the mental health and social and emotional well-being of students and families, the team consists of one school psychologist, mental and behavioral health (All 4 Youth), an LVN, and a school administrator. The multidisciplinary team maintains a focus on social and emotional skill-building, mental and behavioral health, and personal safety for students. Services will continue by whatever communication means practicable including home visitation. Support and resources will continue to be made available to families needing assistance during an emergency or disaster. Instructional staff are trained to observe and be aware of signs indicating students may need assistance with academic instruction and in coping with the social and emotional impacts caused by an emergency or disaster. Instructional staff have office hours built into their schedules to communicate with parents as well as provide small group or individual instruction. Instructional staff, parents, and families are equipped with the contact information of our multidisciplinary team and encouraged to seek guidance when needs occurs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Washington Colony Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Within the 10 instructional days, the LEA is committed to maintaining progress toward meeting the LEAs goals in ELA, Math and ELD. Schedules for developing and distributing learning packets to all students would be communicated to parents and families in both

English and Spanish. The initial work packets will be collected for Credit/No Credit accountability. Beyond the 10 instructional days, a plan to provide remote, in-person, or a hybrid model for content instruction would be activated that includes both synchronous and asynchronous opportunities for instruction and learning.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

The LEA will form a reopening committee, including representation from administration, instructional staff, the multidisciplinary team, the LVN, facility maintenance, and cafeteria staff, to examine guidelines from CDE, the Fresno County Department of Public Health, PG&E, or other public agencies to determine if safe conditions support the return to in-person instruction. The health and safety of students, staff, and families remain as the primary focus. The committee will work together to provide social-emotional well-being, learning needs, and safety concerns in response to a disaster or a crisis situation. A continuum of options to reopen school for in-person instruction focuses on academic instruction to increase student performance and to support the physical, mental, and social well-being of our students. The options include a full reopening; a Hybrid/Blended Model; and a Five-Day Distance Learning Model as documented in this plan. All options include embedded supports to accelerate performance growth due to learning loss inclusive of English Learners, Students with Disabilities, Foster Youth, and Homeless students.

Remote Instruction

Plans for remote instruction.

As required, Washington Colony Elementary School 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.

A Five-Day Remote Instruction Plan will facilitate virtual learning. It will include synchronous, teacher-led instruction throughout the day that focuses on all core subjects and standards. The district adopted curriculum for all core content is used for teacher-led virtual instruction. Whole group synchronous meetings are approximately 20-30 minutes per core subject leaving time for the teacher to monitor and assist students directly following instruction. The opportunity to address students' needs in smaller groupings is possible. Students not within the smaller groups would complete paper-pencil or asynchronous online work directly supporting the instruction received. Core subjects include English language arts-English language development (ELD-ELD) mathematics, science, and history social science. Within the ELA time, designated ELD will be delivered to English learners. The structure of the plan includes 60 minutes for teachers to support students who are exhibiting learning loss or are at risk of learning loss due to school closure. Teachers will connect virtually to assist students in small groups or individually to provide instruction to accelerate learning where students show deficits.

Through this remote model, delivery of instruction will include daily interaction between teacher and students. Daily live interaction with a certificated teacher and student peers for the purposes of instruction, progress monitoring, and maintaining school connectedness are provided. Remote learning may include video, audio, and/or written instruction whereby the communication

between teacher and student is online interaction, synchronous instruction using Zoom, asynchronous work through Google Classroom, and other platforms that rely on computer or communication (Google Voice) technology. As in the Blended model, the Five Day Remote Instruction Plan provides 180-240 instructional minutes according to grade level appropriateness and meeting the minimum day requirements. Virtual meetings with individual students or groups of students will be approximately 20-30 minutes. Directly following instruction, students are expected to complete the corresponding paper-pencil or asynchronous online work. Both paper-pencil and virtual work assignment expectations are identical. Teachers will reconnect with students needing support at the end of the day to monitor progress, offer assistance to complete the assignments, monitor attendance, and to perform well-being checks.

Similar structures as stated in the blended model are built into this plan.

- Two-way communication with parents will still be made available to address and monitor any effects, whether academic, social or emotional, to stabilize daily routines and to support families.
- Opportunities to participate in physical education, music, and guided reading are woven into the schedules and are delivered in a synchronous format.
- Designated English language development occurs daily; integrated ELD supports all content instruction.
- Availability of supplemental interactive-adaptive programs, Freckle ELA and Math, to address learning gaps during asynchronous learning
- Extension activities and enrichment projects are available.
- Devices and connectivity are available to all students.
- Requires daily attendance Monday-Friday, 8:20-2:30, with full participation in both teacher led instruction and completion of work.
- Student work will be graded and assessments administered to monitor growth toward mastery of standards.

Teachers will document attendance, instructional focus, and time spent with both synchronous and asynchronous meetings using the Remote Learning Weekly Engagement form. In order to inform instruction and monitor progress, the LEA maintains a Master Schedule for Assessments. Included on the schedule are the initial screenings using Educational Software for Guided Instruction (ESGI) for kindergarten, the STAR Reading assessment from Accelerated Reader, the STAR Math assessment from Accelerated Math for students in grades 1-8, and running records to determine instructional reading levels in grades 1-5. Frequent formative assessments created in Illuminate from a standards-based itembank are recommended and documented on the Distance Learning and Engagement Form. These provide information for daily decision making in addressing the needs of students. The required standards-based benchmark assessments in ELA and mathematics are administered three times per year and provide information regarding the achievement of standards. The benchmark data together with the CAASPP Interim assessments (used as an instructional tool or checkpoint) are used as the basis for grade level collaboration and planning, The data is analyzed, shifts in learning are identified, and changes are made in instruction to meet student needs, provide intervention, and assess the effectiveness of strategies. This process is especially important for students with unique learning needs such as students with disabilities, English learners, students in foster care, low-income, and students experiencing homelessness.

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.

In the initial first 5 days of school closure, a system of Grab and Go breakfast and lunch is extended to the children in the Easton area. Work packets are prepared for each student to continue practice reinforcing current learning. Parents and families are able to drive through the parking lot by the cafeteria to receive nutritional services and the work packets. Should the school be closed beyond the 5 days, a survey is extended to families to gather information regarding the home availability of WiFi and devices. The results are used for parents to sign agreements to receive Hot Spots and/or Chromebooks for students to participate in Zoom instruction with their teachers. Breakfast and lunch, technology, and instructional materials are distributed using the Grab and Go system.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

If the school closure goes beyond 5 days with the uncertainty of reopening, remote instruction is initiated. Instructional staff prepare work packets and textbooks needed to align with instruction for a two-week period. Each family has a box arranged in alphabetical order located in the cafeteria. All materials needed are placed in each family's box. With the assistance of the After School Program staff devices, textbooks, and materials are distributed as parents drive through the Grab and Go system for nutritional services. A schedule is prepared with dates for the distribution and return of work packets. As parents and families drive through the Grab and Go for breakfasts and lunches, staff bring the new work packet to their car and collect the completed work for the previous two weeks.

Work packets reflect any special needs of the students. Students with Disabilities receive similar work packets as other students but with modifications or accommodations as indicated in their IEPs. English learners are able to connect with bilingual aides and/or staff to assist with work packets. The After School Program staff are also available for Zoom or Google Voice assistance after remote instruction time.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Washington Colony Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If instruction or services, or both, for students who are eligible for special education cannot be provided to the student either at school or in person for more than 10 school days due to emergency conditions, the IEP will be implemented by an alternative means of remote learning. State and local public health orders and guidance will be considered in determining how the IEP will be implemented via remote learning during the emergency conditions. “Distance learning” is defined as instruction in which the student and the instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student’s IEP despite needing different means or methodologies to implement it during remote learning. Total IEP and instructional minutes per day may be reduced due to emergency conditions. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools Special Day Classrooms will be provided with continuity of instruction by daily live instruction, daily prerecorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in the Remote Instruction model and/or emergency conditions section of the IEP. Related service providers will provide services as outlined in the IEP through the LEA’s Remote Instructional model of instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with any alternate curriculum outlined in the students’ IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during remote learning and transition back into the school environment when safe to do so.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

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.

Families are surveyed to determine the number of students lacking devices at home as well as if they had WiFi connectivity. The LEA has purchased additional devices (both Chromebooks and iPads) to maintain a 1:1 ratio during remote learning. Hotspots and a data plan were purchased to provide connectivity. Parents/Guardians are able to attain devices through a Grab and Go process similar to the one used to distribute breakfasts and lunches. A request form/agreement is completed by the parent/guardian to keep on file. The request names the student(s), teacher, grade level, and the number of Chromebooks, iPads, or Hotspot, received. Chromebooks, providing equal access for all, are available to ensure all students have a device enabling them to connect with teachers, participate in learning, and complete assignments. Connectivity hotspots and a data plan are also available ensuring all families have access to the internet.

Zoom accounts for all instructional staff are accessible to deliver instruction and provide opportunities for students to collaborate with each other promoting peer connectedness and social-emotional well-being. Google Voice accounts are purchased for all instructional staff to maintain two-way communication through office hours to meet with students, parents and families to discuss concerns, progress, or other issues occurring with Remote Instruction.

The LEA has also contracted with FCOE for a technology technician. The technician ensures all devices are working properly, oversees district access to online curriculum and assessment programs, and ensures the operations of the district's server and infrastructures are functioning. Further, the district has personnel available to answer calls, trouble-shoot, and provide assistance to parents and students as they navigate to classroom meetings.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Special Day Class, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

Professional Development is delivered to support the use of Zoom. Setting up meetings, inviting students, navigating settings for safety, and sharing other screens/platforms are included. To ensure student participation and supporting the beginning days of Remote Instruction, a technology team handles technology related phone calls to provide verbal assistance for parents and students in joining Zoom meetings and navigation once in the meeting.

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.

Pupil progress will be assessed through daily live interactions as teachers check for understanding, formative assessments in the form of quick-checks or quizzes, publisher tests, assignments, or online standards-aligned tests created in Illuminate. Attendance is

gathered daily through live interaction, student Zoom chat sign-in, assignment completion, assessments, or engagement or participation in Zoom meetings or other platforms used for assignments. Attendance is documented in Aeries, the school data base, recorded on the Distance Learning Weekly Engagement form, and submitted daily to the Parent Liaison who follows up with absentees by contacting students or parents. Weekly engagement records include verification of participation, subjects and instructional focus, and how the work is evaluated. Work evaluation might be done through oral questioning or review of student work, assignment completion, demonstration of work, or a test demonstrating progress and understanding. The time-value will be provided through lesson plans and student assignments to include at least 180 daily instructional minutes for TK-K, 230 instructional minutes for grades 1-3, and 240 instructional minutes for grades 6-8. The minutes are verified by the certificated teacher of record.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

To best support English learners, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to an emergency or disaster, the LEA will provide small group or individual academic support. This support will be provided via telephone, live interactive instruction with an adult, or through the use of an online platform to provide additional support to assist with distance learning. To intervene and accelerate student instructional reading levels, the LEA will maintain the Reading Lab services with 1 credentialed teacher and 2 part time aides, one of whom is bilingual. Lab staff delivers guided reading to focus on reading behaviors and strategies to promote foundational skills, vocabulary development, comprehension, and written communication. Two part time bilingual aides provide similar literacy and language instructional services for middle school students. Freckle, supplemental ELA/ELD and math programs will be used during asynchronous minutes during the instructional day. Local metrics and tiered systems of support provide the basis for providing services that will meet the needs of students who are in these groups. Meeting their needs in response to an emergency or disaster and to support the closure of achievement gaps in ELA, math and English language acquisition remain a priority of the district. These services increase the level of support to close achievement gaps by providing equitable resources for these student groups.

The needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently or previously in foster care and students having experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. The LEA will ensure Foster Youth and McKinneyVento students have equitable access to all school activities. The LEA is committed to providing Homeless and Foster Youth students access to mental health providers to support them virtually or telephonically. Students and or their caregivers will be provided information, resources, and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Additional supports for students with unique needs are provided by the LEA to ensure access to curriculum and instruction, to provide aid for students and families to promote social and emotional well-being, and to offer targeted assistance for students (and parents) to advance academic growth.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with disabilities are included in all offerings of school instructional programs by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support. It is imperative to establish on-going communication between the Special Education team and the family to jointly determine what is working for each student, what accommodations, if any, need to be made to allow for the greatest learning access. Special education teachers will continue to collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will consider the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. Daily instruction is focused on the language knowledge and skills reflected in the CA ELD Standards in preparation for academic engagement and the ELPAC assessment. Examining the language demands found in the CA ELD standards and aligned to the content specific adopted texts, students receive language instruction services through designated and integrated ELD to enable meaningful participation. English learners receive a comprehensive program consisting of 30 minutes of daily designated ELD fostering academic language and the leveraging of all four language domains (listening, speaking, reading, and writing). Practices may include small group instruction, telephone calls, meetings via a digital platform, virtual resources such as Flip Grid, and/or supporting guidance from a bilingual aide. Within designated ELD, student writing is analyzed to monitor known and unknown English structures, grammar, syntax, word specificity, and academic vocabulary. Using the writing lens, students receive language instruction required to comprehend grade level content in both the receptive (listening and reading) and the expressive (speaking and writing) domains to advance growth in English proficiency. Oral discourse using the language focus is monitored continuously during synchronous instruction of D-ELD and the writing outcomes of the targeted language are analyzed at the end of the lesson sequence. Using minutes within the daily schedule, teachers, using a Zoom meeting or Google Voice, can reconnect with individuals needing further assistance to accomplish the language objective.

Professional Learning

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

Professional Development: District data suggests that English learners, foster youth, low income and students with special needs are at greater risk of disengagement during an emergency or disaster causing achievement gaps to further widen. Fresno County Offices of Education consultants will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of content instruction during Distance Learning; assist the transitioning of content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss. This action will increase instructor knowledge to engage and promote participation from these groups of students in the virtual platforms necessary for distance learning. In turn, the result in students' daily attendance in teacher-led instruction will support the closing of achievement gaps.

Instructional and paraprofessional staff receive compensated opportunities to participate in the following.

- Zoom Training to learn how to set up meetings, associated safety precautions, Zoom Whiteboard, break-out rooms and parent guidance to support virtual instruction.
- Adapting designated English language development for synchronous and asynchronous learning.
- Distance Learning supporting all content areas; grade levels; digital platforms and programs; and leadership are available from Fresno County Superintendent of Schools

The LEA has a robust professional development plan to further assist instructional staff throughout the year encompassing core content, ELA-ELD, mathematics, and instructional technology. Within the plan, core content; how to adapt content for distance learning; and how to accelerate progress for students exhibiting learning loss are addressed. Training in the use of Freckle (asynchronous support for leveled skill development in Reading and Math), SeeSaw (supporting literacy), Flip-Grid (promoting language development), Google-Classroom (asynchronous online work), and Jamboards (interactive math, ELA and ELD) are a few of the programs highlighted within the professional development. The LEA has contracted with Fresno County Office of Education (FCOE) for support services from content specialists. Further, the English Learner Coordinator/Coach is available to support teachers through implementation with individual guidance, demonstration, and co-teaching.

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.

The district has established a multidisciplinary team dedicated to providing information, assistance, and resources for the mental health and social and emotional well-being of students and families. The team consists of a school psychologist, a mental and behavioral health professional (All 4 Youth), an LVN, an academic counselor, and a school administrator. The All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools designed for children experiencing difficulties at school and at home. The multidisciplinary team establishes a focus on social and emotional skill-building, mental and behavioral health, and personal safety for students. In addition to the students receiving services before an emergency or disaster, the team meets to discuss new referrals, to identify available resources for students and families. Outreach to parents and families is done in both English and Spanish. They also provide support for teachers and staff when working with students who have been referred for services. The team is available for virtual training related to an emergency or disaster providing staff with strategies to support the social and emotional well-being of all students, the ability to identify students and families needing help, and protocol for alerting the multi-disciplinary team of students needing support.

The district contracts with the Parent Institute for Quality Education (PIQE). They conduct virtual Zoom meetings in Spanish (and English when needed) to provide information and resources to families focusing on emergency or disaster information and resources including how to contact the school's multi-disciplinary team to address the emotional well-being of their children.

The district has participated in a Life-Saving suicide prevention training. Teachers are able to identify signs exhibited by students who may need help in coping with the trauma and other impacts of a disaster. Referrals can be made to the multi-disciplinary team.

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

Washington Colony has its own water well. Washington Colony has constant communication with the Fresno County Department of Public Health and the Fresno County Superintendent of Schools Health Services. The district's Licensed Vocational Nurse (LVN) maintains close communication in order to access basic aides and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The district is able to communicate with parents and families in both English and Spanish using Blackboard Connect, Parent Square, phone calls, the district marquee, the LEAs website, and written notifications that accompany work packets or the Grab and Go system for providing meals. Google voice accounts are available for further communication between school staff and parents as well as to assist in instruction.
The District will form a WC Planning Committee made up of School Administrators, Teachers, SPED teachers, FCSS SELPA representative, MTSS team, School Counselor, School Psychologist, All-4-Youth Clinician, ASP Coordinator, MOT Director, Cafeteria Staff, and Office Support Staff. This WC Planning Committee will meet weekly in order to ensure and review the continuity of support services including special education, counseling, ASP Programs, are available on a daily bases through the asynchronous and synchronous methods. Food services will prepare Grab & Go meals. Instructional and Support programs will use a hybrid model and distance learning technology such as deployed home Chromebooks, Hotspots, and printed work packets.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

With regard to developing appropriate options for Instructional Continuity, it is important to understand the needs of our stakeholders including our District English Language Advisory Committee (DELAC); the Parent Advisory Committee (PAC); Certificated and Classified Staff; the district's bargaining unit, and students. Information is gathered through virtual meetings with the DELAC and SSC to obtain feedback regarding the steps the LEA should consider to continue efforts to provide academic instruction and support during a disaster causing the school to close. A survey is used to collect information from all families regarding their needs for technology (devices) or connectivity. Online Google surveys are used with the certificated and classified staff to solicit feedback regarding their concerns about Remote Instruction or returning to In-person Instruction. Families are surveyed by telephone to collect information on preferences and concerns regarding a Five Day Remote Instruction plan and/ or implementing a Blended or Hybrid Model for instructional continuity. Teleconferencing is used to reach out to educational partners to provide updates and seek input for this plan. The LEA will form a committee comprised of District Leadership, certificated staff, and classified staff including the Director of Maintenance, the LEA's Nutrition Consultant, and the Parent Liaison. This committee shares their voices to help guide the development for all aspects of this plan. The district's bargaining unit representatives worked in unison with the superintendent in frequent meetings to establish protocols for the instructional staff. Finally, students are given an online survey to gather feedback regarding their concerns and feelings about in-person, remote, or Hybrid instruction.

During an emergency remote participation is necessary. The LEA provides teleconferencing, Zoom meetings, or online surveys that are posted on the district's website. Parents and community are notified of meetings through the use of Blackboard Connect, Parent Square, the digital marquee, or notices are posted on the district's web page. Links or phone numbers are made available inviting educational partners to contribute feedback. The district invites parents and community to provide public comment during Board meetings when discussion and adoption of this plan are on the agenda via teleconferencing. A summary of the ICP in English and Spanish is available to parents, students, staff, and community members via the District Web Site. Parents are able to provide input during the Board meeting live via Teleconference meeting by calling the Teleconference line during open session and dialing the required meeting ID. Teleconference assistance is in English and Spanish and is provided to parents during Board meetings.

All educational partners are extended the opportunity to collaborate in the process of Instructional Continuity for students. Examples of possible input the LEA might need for a specific emergency or disaster for decision-making purposes follow. Certificated staff are able to share their concerns about a safe workplace, their needs for adequate personal protection equipment (PPE), or their preferences for instructional tools, resources, and training. Classified staff are able to voice their needs for PPE and a safe work environment. Families/parents are able to share their concerns regarding needs for clear expectations or guidance with technology.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Conditions for resuming In-Person Instruction present challenges and thoughtful design as the health, safety, and learning loss of students are considered. In-person learning will include, but is not limited to small group instruction; intervention to accelerate learning progress for students exhibiting learning loss due to school closure; special education; EL support; and assisting students' transition back to school. As allowable by the California Department of Public Health, the district may move to either a blended learning and or an in-person framework. Below are descriptions of the classroom-based instructional models created to support either a partial or a full reopening when deemed safe for students to return to school.

In order to resume In-Person classroom-based instruction, consideration must be given to the ability to provide a safe and healthy learning environment. Within this setting, students would receive daily instruction using standards-based curriculum for all core subjects at their current grade level. TK/Kindergartens through grade 5 are self-contained classrooms, while grades 6-8 provide a departmentalized approach to the delivery of core subjects. With a full reopening, the schedule will return to its pre-closure status for 180 days. Instructional minutes are as follows. TK/Kindergarten, 275 minutes; grades 1-3, 305 minutes; grades 4-5, 350 minutes; and grades 6-8, 360 minutes. All grade levels deliver in-person instruction for all core subjects, ELA-ELD, math, science, and history social science, as well as physical education and music/band.

Special consideration will be given to providing time for the increased need for intervention and acceleration of learning. To measure learning loss due to a school closure, teachers will observe student learning behaviors and use formative assessments to identify students needing focused instruction to accelerate learning to close learning gaps. These students would receive targeted teacher-led instruction within core-content focus groups. This instruction would occur during a designated time in the regularly scheduled day. The standards addressed during core content instruction for the current grade would be supported with instruction from similar standards from the previous grade level to bridge learning skills and concepts lost during a school closure to meet the demands of grade level expectations. Additionally, the LEA will provide the availability of after school tutoring to work with students having a learning loss gap. The LEAs Reading Lab will provide instructional level guided reading to promote growth toward grade level literacy. Additionally, all students in grades 1-8 participate in Accelerated Reader to build vocabulary, fluency, and comprehension at their independent reading levels. The LEA has purchased myOn Reader allowing access to leveled digital books supporting Accelerated Reader. Accelerated Math will be used to build mathematical skills to support mathematical concepts. Additionally, all students in grades 1-8 participate in Accelerated Reader to build vocabulary, fluency, and comprehension at their independent reading levels. The LEA is implementing Renaissance Freckle ELA and Freckle Math to be used as supplemental resources. Freckle ELA/Math provides placement in an adaptive interactive program where students' individual needs are addressed. Identified focus students would be monitored with frequent formative assessments to facilitate success with current grade level standards. Students who are not exhibiting loss would receive independent reinforcement or extension challenge projects or activities to deepen their understanding of concepts and skills learned.

The district has services available to support students and their families with basic needs and the social, emotional impact that a school closure has had on them. Assistance is available from instructional staff, the academic counselor, the Parent Liaison to promote attendance and engagement, All-4-Youth behavioral counselor, or the school psychologist. Zoom meetings, teleconferencing, and, as feasible, home visits will be used to support those in need.

The Two-Day Rotation Blended Model provides a means to meet the academic and social emotional needs of our students should social distancing be required. It allows for the use of various instructional delivery methods appropriate to the individual student, grade level and subject matter. The blended model will leverage the use of technology to accelerate, individualize, and deepen learning with in-person instruction for two days per week and work remotely on assignments aligned to the instruction received the remainder of the week. Teachers are encouraged to deliver direct instruction to students at home and to support asynchronous work or independent practice. When students are present in class, the teacher is able to work with small groups, provide targeted instruction, and facilitate student discussions. Additionally, small group or individual instruction for students with learning loss or those at risk of learning loss due to school closure will receive daily support. The core subjects addressed are English language arts-English language development (ELA-ELD), mathematics, science, and history social science. Designated ELD (D-ELD) will occur with in-person instruction on the days students are present and through teacher led instruction on the days when English learners are not present. Integrated ELD (I-ELD) will be provided within all core content.

Instruction in the areas of physical education, music, guided reading from the Reading Lab, intervention, language development, or enrichment will be available through virtual meetings. These subject areas or services are included on the blended model schedules.

In order to inform instruction and monitor student progress during the blended learning model, a systematic cycle of assessments including initial screening and formative and summative assessments will be administered. The district uses the Illuminate Education platform to create standards-based quizzes and benchmark assessments. Illuminate serves as a database for formative as well as summative SBAC and ELPAC results. For instructional purposes, grades 3-8 will employ the CAASPP Interim Assessments to practice and prepare for the state (SBAC) summative assessments administered in the spring. Accelerated STAR Reading and STAR Math tests are also used to measure academic content growth.

Teachers have designated collaboration time to analyze assessment data, identify student needs, implement best practices or intervention strategies, and evaluate the effectiveness of instruction. The resulting data will inform instruction for all students, including those with unique learning needs such as students with disabilities, English learners, foster youth, low-income, and students experiencing homelessness. Within the blended model, two-way communication between the teacher, student, and or parent is available for questions, concerns, or support. Teachers will provide students/parents with their email address and a telecommunication/Google Voice number with the times they are available to receive calls. In addition, the teacher of record will connect with students Monday-Friday for attendance purposes, lesson instruction, and supporting students with the assigned work.

Devices and connectivity (Hotspots) are available to all students. Chromebooks, iPads, or technology/devices will be distributed to students in need. Hotspots and a data plan are available for all families in need of connectivity. All students will have a device at home to encourage engagement and participation in instruction.

Within the Full or Blended In-Person options, staff will implement safety measures following both state and local public health guidance.
Should the nature of the emergency or disaster be health related, the following protocols will be included in the Return-to-Work Toolkit and the Parent Handbook.

o A mask must be worn at all times when entering the school site
o All employees must enter through the designated areas marked “Employee Entrance Only”
o Teleworking is encouraged whenever possible for all staff
o All staff must complete a health screener found on the district’s website before entering campus
o Temperature checks may be required with the use of a touchless thermometer
o Social Distancing is to be practiced at all times (Signage would be purchased to serve as a reminder)
o When social distancing is not feasible, individuals are to wear a mask until distancing can be achieved
o Gatherings are kept to a minimum of not more than 10 people with social distancing
o All areas of the school will undergo intensified cleaning and disinfection
o Teachers will be given disinfection supplies, face shields, masks, hand-sanitizer, thermometers, and gloves for their classrooms
o Employees are to report to their respective rooms upon entering campus; once there, the mask can be removed. However, if another person or students are present as with the Blended Model, a mask must be worn
o Staff must sanitize office equipment, such as copiers, or any other common items used within a shared workspace

During the full reopening and the blended model, the school site will be open to staff, students, and families in some areas such as the office. All facilities will be cleaned and disinfected daily, with attention to frequently touched surfaces such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in or near all restrooms and high traffic areas. Office and classroom furniture will be disinfected daily. To prevent the spread of illness, access to drinking fountains may be restricted.

Hygiene practices and the use of personal protective equipment will be encouraged of staff, students, or any visitors following the guidance set forth by the Department of Public Health. Healthy habits of hand washing or using hand sanitizer, avoid touching the face, and avoid the sharing of items are recommended. The LEA will develop student routines for handwashing at the beginning of the
day and after recess, lunch, and restroom breaks.

As a precaution, and in alignment with the state's Department of Public Health's Guidance, staff and students are required to conduct a daily self-assessment to determine any possible symptoms of illness. If experiencing one or more symptoms, staff must stay home until symptom-free, without medication, for 72 hours or until symptoms have passed. Students, parents, and essential visitors on campus during either of the in-person options, will also be expected to have self-assessed their health status and will be asked not to enter in the event of one or more symptoms. Families will be requested to perform illness screening of their students before coming to school.

Screening includes temperature checks, observing for symptoms of illness, and keeping students home if exhibiting symptoms consistent with illness or if they have had close contact with a person diagnosed with illness.

The Blended Model requires daily attendance to serve students with effective learning support and instruction. Full participation and attendance will ensure the best possible outcomes for students. Students must be available from 8:20-2:30, Monday-Friday. Teachers will document attendance, the instruction delivered, and the methods of evaluation on a daily basis. Student work will be graded and assessments administered to monitor growth toward the mastery of standards. The instructional minutes vary per grade span (180-240) and meet the minimum minutes to constitute a minimum day of instruction. Virtual meetings will be approximately 20-30 minutes
depending on the age or grade of students. Directly following instruction, students are expected to complete the corresponding paper-pencil or asynchronous online work. Both paper-pencil and virtual work assignment expectations are identical. The teacher monitors this asynchronous work and is virtually present to assist students. Teachers reconnect with students at the end of the day to monitor progress, offer help, record attendance, and or to check the well-being of students.

Students with disabilities are included in all offerings of the blended in-person model. They receive support from the Resource Specialists (RSP), instruction from their Special Day Class (SDC) teacher, or Speech Therapist to ensure progress is made toward goals in Individual Education Plans (IEPs). Resource Specialists will help students when they are present and virtually when at home. The Special Education teachers collaborate with general education teachers to customize instruction and provide support for their students focusing on goals from IEPs, grade level work, and also to ensure appropriate accommodations, modifications, and supports are provided during both onsite and remote instruction. Special Day Class will meet in-person Tuesday through Friday in the blended model to maximize continuity in learning. The teacher will provide virtual instruction on Mondays. Speech scheduling will be established according to the student's IEP with instruction delivered virtually.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Washington Colony Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Washington Colony Elementary School'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.

The Washington Colony Instructional Continuity Plan (ICP) is an integral component of the Washington Colony Elementary School's Comprehensive School Safety Plan (CSSP). The Washington Colony's Instructional Continuity Plan is aligned with all of the components of the Washington Colony Elementary School's Comprehensive School Safety Plan and will be approve at the February 10, 2026 Regular Board Meeting.

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 Washington Colony Instructional Continuity Plan (ICP) and the Washington Colony Elementary School's Comprehensive School Safety Plan (CSSP) will be reviewed annually in collaboration with the Educational Partners based on the planned programs and services that would be implemented during an emergency.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Based on the adoption of the Board Policy 5145.13 and Administrative Regulation 5145.13, Response To Immigration Enforcement, The Superintendent or designee shall notify parents/guardians shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or judicial warrant, or incases involving investigations of child abuse, neglect, or dependency. (Education Code 48906). The district is prepared to activate communication to parents and families using the ParentSquare Communication Application and Robocalls.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The district is prepared to activate communication to Administrators, Teachers,Staff, parents/guardians and families according to the AR 5145.13 Response to Immigration Enforcement procedures.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

In real time, using the ParentSquare Communication application and Robocalls, the district is prepared to activate communication to parents and families as soon as an immigration law enforcement is requiring access to the school site.

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.

With the uncertainties presented by any emergency, Washington Colony is committed to activating a plan to continue instruction and provide information and resources to students and their families. The health and safety of our students, staff, and families is of the utmost importance. As an emergency arises, our collective landscape, we strive to work together with all stakeholders to provide the best possible immediate communication. Support for students, families and all staff regarding their social-emotional well-being, learning needs, and safety concerns are the primary focus. Is the priority of the district to providing timely notifications, guidance and resources to support the physical, mental, and social well-being of our students is also addressed in this Instructional Continuity Plan. In real time, using the ParentSquare Communication application and Robocalls, the district is prepared to activate communication to school personnel, staff, students, parents and families.

Privacy Constraint

The notification shall not include any personally identifiable information.

According to BP 5125 Student Records
The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

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.

According to BP 3580 District Records, The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

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).

The Parent-Student Handbook is posted on the school website. The Parent-Student Handbook contains Parents Rights and Educational Rights related to parents' and student's privacy and confidentiality.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The Washington Colony's Comprehensive School Safety Plan (CSSP) and the Instructional Continuity Plan (ICP) will be evaluated and amended as needed by the school safety committee at least once a year. The Washington Colony Elementary School's Comprehensive School Safety Plan (CSSP) and the Washington Colony's Instructional Continuity Plan are aligned with all of the components and will be approved at the February 10, 2026 Regular Board Meeting.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

A file copy of the Washington Colony's Comprehensive School Safety Plan (CSSP) will be available for public inspection in the front office.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

A copy of the Washington Colony's Comprehensive School Safety Plan (CSSP) and the Instructional Continuity Plan (ICP) be available for public inspection in the front office and also posted on the school website at www.washingtoncolony.org.

Procedures Regarding Pupil Smartphone Use During Emergencies

The Board will review and adopt the new smartphone policy that limit or prohibits pupil smartphone use no later than July 1, 2026.

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 Board will review and adopt the new smartphone policy that limit or prohibits pupil smartphone use no later than July 1, 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).

The Board will review and adopt the new smartphone policy that limit or prohibits pupil smartphone use no later than July 1, 2026.

Safety Plan Review, Evaluation and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed and updated annually in August of each year.

The Board approves the plan at a regularly scheduled meeting of the Board and the adoption of the plan is not be a consent item. At a minimum, the Board discusses both of the following:

1. How the safety plan addresses the needs of the school and students within that school
2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills

The Board reviews the comprehensive districtwide safety plan in order to ensure compliance with state law, Board policy and administrative regulation.

The Superintendent/Principal ensures that an updated file of all safety-related plans and materials is readily available for inspection by the public.

Emergency Contact Numbers

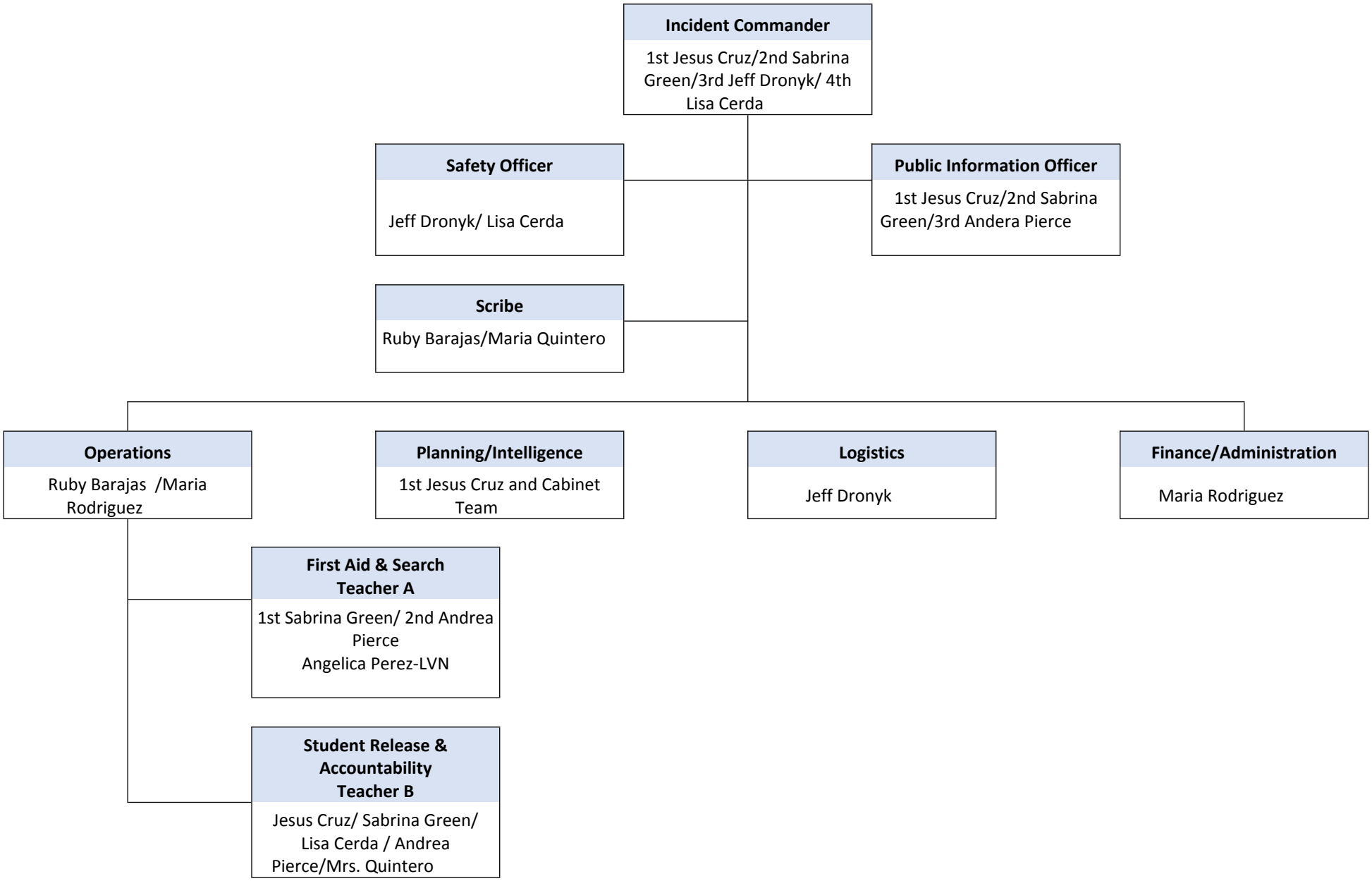
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Washington Colony School	(559) 233-0706	
Law Enforcement/Fire/Paramedic	Emergency #	911	
Law Enforcement/Fire/Paramedic	Sheriff Dept.	559 488-3111	
Other	Poison/ Opiods / Fentanyl Control	1 (800) 222-1222	
Public Utilities	PG & E	1-800-743-5000	
Other	Air Quality for Pollution and bad air day	(559) 230-6000	
Other	Department of Public Health	(559) 600-3200	
Other	Child Protective Services	(559) 600-8320	
Law Enforcement/Fire/Paramedic	Sheriff Dept. Non-Emergency Area 3	(559) 600-3111	
Other	COVID-19 Public Health	(833) 422-4255	

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)
Training Update/Posters Distributed /Safety Procedures Review	9/25	Online, email and school grounds /Crisis Response Binder for Teachers&Staff
Child Abuse Reporting for Educator Training Module	9/25	Keenan Modules/Online /Ongoing
Injury & Illness Prevention Program Staff Training	9/26/25	Online
Injury & Illness Prevention Program Board Adoption	9/09/25	Board Meeting in Room M-5
School Safety Plan with School Site Council	10/25	WCSD RM M5 with teachers, staff and School Site Council
Administrative Review of Plan	10/01/25	District Office, during leadership meeting
Board Update & Review of Safety Plan	11/18/25	WCSD RM M5, with teachers, staff and School Site Council
Epi- Pen/ Narcan Training	10/25	RN Nurse from Fresno Superintendent Schools and LVN School Nurse
First Aid and CPR	10/25	RN Nurse from Fresno Superintendent Schools and LVN School Nurse before school in sessions
Active Shooting Training/New ACTVNET Security System Training	9/08/25	ACTVNET Staff/Sherriff Law Enforcement

Washington Colony Elementary School Incident Command System



Incident Command Team Responsibilities

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

School Incident Command roles are assigned with alternates included in the absence of any position. Positions are filled as needed, based on size and scope of the emergency.

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

Identification of the emergency is determined by the Incident Commander.

Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander will determine the level of emergency.

Step Three: Determine the Immediate Response Action

The level of the emergency is identified.
Following the determination, a response is identified according to our Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down
5. Drop, Cover and Hold-On
6. For Lock Downs and Active Shooting there are 4 Rally Points for students, teachers, and staff to escape from school facilities: They are North/ West, North/ East, South/ West and South East

Step Four: Communicate the Appropriate Response Action

Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.
Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary.
Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.
Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and a sample Initial Actions Poster are located in Appendix C – Initial Actions.
For Lock Downs and Active Shooting there are 4 Rally Points for students, teachers, and staff to escape from school facilities: They are North/ West, North/ East, South/ West and South East

Types of Emergencies & Specific Procedures

Aircraft Crash

Initial Action:
DUCK AND COVER ACTION

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.
The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.
Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from widows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

Animal Disturbance

Initial Action:
SHELTER-IN-PLACE
To be used in the event of:
Animal threat on campus – bees, dogs, etc.

Teachers will:
Report to their rooms if possible
Get everyone inside their rooms, including students and staff seeking shelter
Close all doors and windows to exclude outside air if necessary!
Take roll, and document the names of all students present
Await further instructions from Incident Command staff or "All Clear" signal

Students will:
Report to the nearest classroom, common room or office area
Identify themselves to the teacher or staff member in charge
Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders
Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the “All Clear” or other instructions

Armed Assault on Campus

Initial Action:
LOCK-DOWN
To be used in the event of:
-Civil Disturbance
-Gunfire/Police action in vicinity
-Armed Intruder/Hostage situation on campus
-Hostage Crisis
-Other threat situation as appropriate

Teachers will:
-Immediately lock their classroom door
-Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
-Close all windows, blinds and curtains
-Turn off all lights
-Instruct students to remain silent
-Await further instruction from Incident Command staff or Police

Students will:
-Move away from doors or windows
-Assume DUCK AND COVER if directed by teacher
-Remain silent
-Await further instructions from teacher

Incident Command staff will:
-Determine the level of response required for the incident
-Establish an Incident Command Post (ICP)
-Notify appropriate School District officials (District Emergency Manager/Staff)
-Convene Student Release team if needed (Operations)
-Prepare incident status report for emergency response personnel (Plans/Intel)
-Be prepared to assist with building access for emergency responders (Logisitics) -Direct any buses enroute with students to an alternate location.
Action is rescinded when:

-It is deemed safe by the Incident Commander (Principal or other official)
-Teachers are given the “All Clear” or other instructions

INTRUDER ON CAMPUS PROCEDURE
When an unknown person (intruder) is found on school property:
Notify school office/Incident Commander.
-Ask another staff person to accompany you before approaching person.
-Politely greet person and identify yourself.
-Ask the purpose of the visit, and inform person all visitors must register at the office. ? If intruder’s purpose is not legitimate, ask person to accompany you to office or exit.
-If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:

-Provide a description of the intruder.
-Provide last known location.
-School office/Incident Commander will initiate an immediate school “LOCK DOWN”.Initial Action:

LOCK - DOWN
To be used in the event of:
-Civil Disturbance
-Gunfire/Police action in vicinity
-Armed Intruder/Hostage situation on campus
-Hostage Crisis
-Other threat situation as appropriate

Teachers will:
-Immediately lock their classroom door
-Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
-Close all windows, blinds and curtains
-Turn off all lights

- Instruct students to remain silent

-Await further instruction from Incident Command staff or Police

Students will:
-Move away from doors or windows
-Assume DUCK AND COVER if directed by teacher
-Remain silent
-Await further instructions from teacher

Incident Command staff will:
-Determine the level of response required for the incident
-Establish an Incident Command Post (ICP)
-Notify appropriate School District officials (District Emergency Manager/Staff)
-Convene Student Release team if needed (Operations)
-Prepare incident status report for emergency response personnel (Plans/Intel)
-Be prepared to assist with building access for emergency responders (Logisitics) Direct any buses enroute with students to an alternate location.

Action is rescinded when:
-It is deemed safe by the Incident Commander (Principal or other official)
-Teachers are given the “All Clear” or other instructions
-School Incident Commander (or designee) will call 9-1-1 and:
-Identify the school and location.
-Provide description of the intruder, and whether intruder is known to be armed. ? Provide last known location of intruder.

-Describe actions being taken to safeguard staff and students.
-Advise of the location of the school Incident Command Post.
-If possible, maintain surveillance of intruder and update law enforcement upon arrival.
-Maintain “LOCK DOWN” until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:
If hostage taker is unaware of your presence, do not intervene.
Notify the school office/incident Commander.
School Incident Commander will initiate immediate “LOCK DOWN”.
School Incident Commander (or designee) will call 9-1-1 and:
Identify the school and location.
Provide description of the intruder, and whether intruder is known to be armed.
Provide last known location of intruder.
Describe actions being taken to safeguard staff and students.
Advise of the location of the school Incident Command Post.
If possible, maintain surveillance of intruder and update law enforcement upon arrival.
Maintain “LOCK DOWN” until situation is resolved.

If taken hostage:
Treat the hostage taker as normally as possible and follow his/her instructions.
Do not panic and calm students if they are present.
Be respectful to hostage taker, ask to speak and do not argue or make suggestions.
If hostage taker becomes violent initiate “ACTIVE SHOOTER” action – RUN, HIDE, FIGHT!

Biological or Chemical Release

HAZARDOUS MATERIAL RELEASE PROCEDURE
A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING: Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
- If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.

- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should a "Student Release" or "Off-Campus Evacuation" be started?
- The Incident Commander will brief emergency responders when they arrive, and

promote full cooperation between them and the school's staff.

Teachers:

- Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:
The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
- The Incident Commander should remind staff to turn off air handling/ventilation

systems, close all windows and doors and turn off fans and air conditioners.

- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.

-At this point parents should NOT come to the school and risk being exposed to the chemical release!

- The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
- Continue "Shelter-In-Place"
- Notify parents and initiate the "Student Release" procedure.
- Initiate an immediate "Off-Campus Evacuation" procedure.
- Issue an "ALL CLEAR" signal and resume normal school operations.

Bomb Threat/ Threat Of violence

Action Bomb Threat- Bomb or Suspicious Device
(Response Procedure may also be applied to "Suspicious Objects")
This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION
Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.
Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.
Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT
Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received.

BOMB THREAT PROCEDURE
When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after-hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.
The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH-LEVEL threat, which means it must be taken seriously:
-LOW LEVEL - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. The caller is often young and lacks the skill at crafting a credible prank message.
-MEDIUM LEVEL - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. The caller may be teen-aged and better able to embellish a prank message.
-HIGH LEVEL – May be driven by conscience or other reason to issue a warning: The caller is very detailed and describes the type, power, location, or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. The caller is likely older and must be taken seriously!

Additionally, bomb threats that come after the termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise, the person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies. Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

BOMB THREAT
RESPONSE PROCEDURE – Part 1
CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

ADMINISTRATION (School Incident Commander/Designee)
CALL 9-1-1 and provide information about the emergency:
Confirm the address of the school.
Provide threat details – Supposed bomb location, Supposed detonation time, etc.
Provide the location of the school Incident Command post.
Describe the best access for emergency responders – driveway/gate.
If possible, remain online to provide updates.

Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:
If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
Establish a school Incident Command Post
Be certain to take the school Crisis Response Box.

If the threat is deemed credible:
Establish a command post at least 400 feet from campus buildings.
Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:
Conduct building /site search.
Cancel school and notify parents to pick up students from campus.
Evacuate students to an off-campus site for pick-up by parents.
Announce “All Clear” if and when it is deemed safe to do so.
Ensure that it is away from automobiles, refuse containers, or mailboxes. ? Conduct a scan of the area for any suspicious items.
Employ runners to communicate.

BOMB THREAT
RESPONSE PROCEDURE – Part 2
CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

TEACHERS/STAFF
Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:
Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
Tell students to turn off their cell phones - and leave them off - for safety.
While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
Report suspicious objects to the school Incident Commander as soon as possible.
As the assembly area is approached, scan for unusual, out of place, or suspicious objects.
If anything seems out of the ordinary, move students to another location.
If possible, keep students at least 300 feet away from buildings.
Students should be in open areas away from cars, outbuildings, trash cans, etc.
If you relocate, report your new location and reason for the move as soon as possible. Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:
Follow normal Shelter-In-Place procedures.

If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.
Take all other steps outlined in the section “IF EVACUATING” above.
Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.

BOMB THREAT PROCEDURE – continued
The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:
1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?
So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.
That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.
For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH
The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:
TEACHERS: Classrooms.
LIBRARIANS: Library, storage rooms, and any associated areas.
CAFETERIA PERSONNEL: Kitchen, cafeteria, and storage areas.
CUSTODIAL/MAINTENANCE PERSONNEL: Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters, and school grounds, including trash cans.
BUS DRIVERS: Buses and any bus-related facilities on campus.
ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.
It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

BOMB THREAT
ROOM SEARCH PROCEDURE
Search teams should be comprised of two people whenever possible.
FIRST SEARCH: Divide the room into two levels. First search the floor and all areas up to window sill height or three feet from the floor.
SECOND SEARCH: Search areas from three feet to the top of the head. Move-in circular motion around the room to the starting point.
THIRD SEARCH: Search the top of the head to the ceiling.
FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.
At the completion of a room search where no suspicious item is found, the person who searched the room will report to the school Incident Commander or designee for further instructions or assignment.
Before declaring the search complete, the school Incident Commander or designee will check for “X” papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:
1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

BOMB THREAT PROCEDURE – continued CALL TAKER INSTRUCTIONS
Use the "Telephone Bomb Threat Report" form as a guide while talking with the caller.

Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers. Listen closely to detect other information about the caller:
Try to detect items in the “Description of Caller” and “Other Clues” section of the form.
Signal co-workers that you are receiving a bomb threat call.
If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
Stay calm and indicate your desire to cooperate with the caller. ? DO NOT antagonize or challenge the caller.
Ask the caller to repeat or explain anything you did not understand. ? Prolong the conversation as long as possible.
Obtain as much information as possible.
Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:
1. Remain calm and politely advise the caller:
“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Name of person receiving the call:
TELEPHONE BOMB THREAT REPORT FORM

Bus Disaster

BUS ACCIDENT PROCEDURE:
Bus Driver:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 9-1-1.

-Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.

- Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- Do not discuss details of the accident with the media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- Dispatch a school representative to the accident location.
- School representative at the scene will access the level of support needed and convey this to the school Incident Commander.
- School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.
- Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student

was taken.
- Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Initiate preparation of a media release and parent letter of explanation for the same-day distribution, if possible.

Cardiac Arrest

Defibrillator installed in the Nurse's Office and in the Middle School room M-5. Automated External Defibrillators (AEDs).

Disorderly Conduct

Using the ACTVNET APP Schoolwide:

Initial Action:
LOCK-DOWN
To be used in the event of:
Civil Disturbance
Gunfire/Police action in vicinity
Armed Intruder/Hostage situation on campus
Hostage Crisis
Other threat situation as appropriate

Teachers will:
Immediately lock their classroom door
Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
Close all windows, blinds and curtains
Turn off all lights
Instruct students to remain silent
Await further instruction from Incident Command staff or Police

Students will:
Move away from doors or windows
Assume DUCK AND COVER if directed by teacher
Remain silent
Await further instructions from teacher

Incident Command staff will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel (Plans/Intel)
Be prepared to assist with building access for emergency responders (Logisitics)
Direct any buses enroute with students to an alternate location.
Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official)
Teachers are given the “All Clear” or other instructions

Earthquake

EARTHQUAKE PROCEDURE
Action “Earthquake”

a. Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse
b. Warning: Earthquakes usually strike without warning.
c. The following actions, as time permits, will be accomplished:
1) Inside school building:
a) The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
b) Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
c) Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
d) Take roll and maintain control of students.
e) Avoid touching electrical wires and metal objects such as chain link fences.
f) Render the first aid if necessary.
g) Take roll, issue student name tags, the alert command center of any injured or missing student(s).
h) If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and District Office as per the fire drill.
i) Do not return to the building for any reason until they have been declared safe by an authorized official(s).
j) The principal or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the superintendent.
2) On school grounds:
a) The staff member in authority implements Action “Drop – Take Cover”.
b) The safest place is in the open. Stay there until the earthquake is over.
c) Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!

Explosion or Risk Of Explosion

Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:
Fire in building (on campus)
Chemical release in building
Gas leak in building
After significant earthquake
Building failure/potential failure due to damage or other condition
Or anytime building(s) must be immediately evacuated for any reason

Teachers will:
Secure their roll books
Escort their students out of the building by the assigned (or safest) route to the room’s assigned fire drill location
Turn off light
Close and lock classroom door after insuring that all students are out of the room
Take roll once all students have arrived at the assigned area
Await further instructions from Incident Command staff

Students will:
File out of classrooms in a quiet orderly manner as directed by teachers

Assemble in the designated fire drill area for their classroom
Permit the teacher to take roll in a quiet and orderly manner
Await further instructions from their teacher

School Incident Commander will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official)
Teachers are given the "All Clear" or other instructions

FIRE/EXPLOSION/BUILDING COLLAPSE
Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.
Administration (School Incident Commander/Designee)

- CALL 9-1-1 and provide information about the emergency:

-Confirm address of school.
-Provide exact location of fire, explosion or collapse.
-Describe current situation, including damage and estimated number of injured. ? Provide location of school Incident Command post.
-Describe best access for emergency responders – driveway/gate.
-If possible, remain on line to provide updates.
-Ensure fire alarm has been sounded
-If needed, announce changes in evacuation routes due to incident location.
-Establish a school Incident Command Post
-Assess situation and begin activating needed ICS functions, for example:
-First-Aid, Accountability, Utility and Security Groups
-Safety Officer, Public Information Officer, Operations Chief positions
-Meet arriving fire and police personnel
-Be certain to take school Crisis Response Box.
-Identify the location of fire, smoke, explosion or gas smell. Advise locations of injured or trapped persons.
-Provide last known location of any missing persons.
-Establish Unified Command with emergency response officials.
-Determine if it is necessary to:
-Cancel school and notify parents to pick up students from campus.
-Evacuate students to an off-campus site for pick-up by parents.
-Announce "All Clear" if and when it is safe to re-enter the buildings.

Teachers/Staff
Upon discovery of a fire, explosion or building collapse, activate the fire alarm.
-Implement Evacuation procedures
-Use a secondary route if the primary route is blocked or hazardous
-Close, but do not lock, doors when leaving
-Inform the school office/school Incident Commander of the emergency
-Following evacuation:
-Account for all students and check for injuries
-Immediately report any missing, extra or injured students
-Wait for additional instructions

Extreme Weather

Fire in Surrounding Area

Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:

- Fire in building (on campus)

Teachers will:
-Secure their roll books
-Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
-Turn off light
-Close and lock classroom door after insuring that all students are out of the room
-Take roll once all students have arrived at the assigned area

- Await further instructions from Incident Command staff

Students will:
-File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom
-Permit the teacher to take roll in a quiet and orderly manner
-Await further instructions from their teacher

School Incident Commander will:
-Determine the level of response required for the incident
-Establish an Incident Command Post (ICP)
-Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed (Operations)
-Prepare incident status report for emergency response personnel
-Be prepared to assist with building access for emergency responders

Action is rescinded when:
-It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

Fire on School Grounds

Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:
Fire in building (on campus)

Teachers will:
Secure their roll books
Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
Turn off lights
Close and lock classroom door after insuring that all students are out of the room
Take roll once all students have arrived at the assigned area
Await further instructions from Incident Command staff

Students will:

File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom
Permit the teacher to take roll in a quiet and orderly manner
Await further instructions from their teacher

School Incident Commander will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the “All Clear” or other instructions

Flooding

Initial Action:
SHELTER-IN-PLACE
To be used in the event of:
Severe weather event:
Heat, Cold
Wind, Thunderstorm
Flood

Teachers will:
-Report to their rooms if possible

- Get everyone inside their rooms, including students and staff seeking shelter
- Close all doors and windows to exclude outside air if necessary
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff or “All Clear” signal

Students will:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the “All Clear” or other instructions

SEVERE WEATHER PROCEDURE

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

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
Gas Leak - INDOOR:
Upon detecting gas odor, staff shall initiate EVACUATIONof 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 shut-off 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 EVACUATIONof 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 shut-off 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

Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.
Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary.
Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.
Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and an Initial Actions Poster are located in all rooms – Initial Actions.

Pandemic

Refer to the Instructional Continuity Plan (ICP) Section in this CSSP.

Psychological Trauma

Below are resources for school staff and families seeking support for connecting students to mental health services in order to remove barriers to learning. Consider the following when responding to children/youth with behaviors of concern.

If harm to self or others could happen immediately:

CALL 911
Provide supervision and safety until help arrives

SCHOOL STAFF RESPONSE:

Inform administrator, School Counselor, School Psychologist, or Parent Liaison
Follow Emergency Response Plan
Contact student's parent/guardian
Consult with one or more of the following: building team (administrator, Mental Health, school psychologist) and optionally, law enforcement/mental health professional
Once the situation is stabilized, consult with Student Support (503.916.5460) regarding the next steps
Complete appropriate Threat Assessment. (School Psychologist, or Administration)
Engage law enforcement/mental health professional/family in action planning
If a student is showing behaviors of concern that are impacting them academically, behaviorally, and/or socially:

SCHOOL STAFF RESPONSE:

The complete appropriate screening tool (School Psychologist, School Counselor or Administration)
Contact Parent/guardian and discuss concerns
Notify and/or refer the student to the school intervention team (SIT)

Suspected Contamination of Food or Water

The situation would be evaluated by maintenance and superintendent then the appropriate steps would follow according to the safety needs of the students, also Reporting illnesses to local health department helps them identify potential outbreaks of foodborne disease.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe.
Initial Action: Shelter in Place and/or Lock Down, Evacuation/Relocation as needed.
And the 4 Rallies Points to evacuate : North/ West, North/ East, West and South East

Emergency Evacuation Map