Comprehensive School Safety Plan

2026-2027
School Year

School: Schroeder Elementary School

CDS Code: 30667466030720

District: Westminster School District

Address: 15151 Columbia Lane
Huntington Beach, CA 92647

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Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Dino Wharton	Principal		
Alex Betts	Classified representative		
Phyllis Trgo	Certificated Representative		
Darla Kitchen	teacher		
Kenneth Lopour	Parent		
Jason La	Parent		
Lindsey Morales-Beltz	Parent		

Name	Title	Signature	Date
Emily Richardson	Parent		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at schroeder.wsdk8.us.

Safety Plan Vision

Our goal is to create a safe and secure learning environment. Staff, students, parents and the community should feel safe and welcome when coming to Schroeder.

Components of the Comprehensive School Safety Plan (EC 32281)

Schroeder Elementary School Safety Committee
School Site Council
Site Guiding Coalition and Schroeder staff

Assessment of School Safety
Annual Facilities Inspections completed
Disaster Preparedness Plan (updated annually)
PBIS Fidelity Integrity Assessment (annually)
Staff, student, and family surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Partnerships with OCDE and local law enforcement agencies
Positive Behavior Interventions and Supports (PBIS) Framework Implementation
Social Skills Curriculum
School Counselors
Monthly Disaster Preparedness Site Drills
WSD Safety Committee

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All school staff actively monitors the safety and welfare of all students. Staff understands their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse.

To assure that school staff has adequate training, newly hired teachers sign a statement indicating their completion of child abuse training as part of their certification requirement; school administrators, teachers, classroom assistants, and other classified school employees participate in yearly training in child abuse identification and reporting procedures. Written descriptions of reporting requirements and disclosure of employee confidentiality rights are also provided as part of the training.

When a case of child abuse becomes apparent or is suspected, a discussion is conducted with the employee having knowledge of the abuse and a school administrator. Plans are developed at this time to verbally report the abuse to the police department or Child Protective Services in a timely manner and to complete a written "Suspected Child Abuse Report" within the required three days. Plans are also completed to assure ongoing monitoring of the student. School staff works closely with police and Child Protective Services with follow up actions as needed.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in the school office.

Reference: WSD Policy 5141.4(a)

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

Disaster Plan (See Appendix C-F)
Emergency Response and Crisis Management Procedures

The site disaster preparedness plan is available at the school office. The plan includes procedures for staff and students when responding to a school emergency. Staff and students practice emergency drills throughout the year. The plan is reviewed annually and updated, as needed.

For heat advisory procedures, please refer to the District heat advisory procedures posted on the District's website.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters
Schools may become disaster shelters during a disaster. School employees and/or disaster response teams will provide information and directions.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
In adherence to district Policy 5144.1(a), it is the policy of the governing board to allow suspension or recommend expulsion only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in Policy 5144.1(a) and (b) upon a first offense, if the principal of the school at which the pupil attends determines that the pupil violated Subdivision III, points A, B, or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a principal's conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider further disciplinary action, including an administrative transfer to another school or recommending expulsion. If an administrative transfer is determined appropriate, the student and parent will be notified in a timely manner verbally and in writing by the school principal following the principal's conference. If the principal decides to recommend expulsion, the student and parent are also notified verbally and in writing by the school principal. Following such a decision, the Accountability and Assessment Department will contact the parent to discuss the student's placement while waiting for the case to be acted on at the district level.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code on any school employee.

Offenses that result in mandatory suspension and referral for expulsion with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or an after school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in E.C. 48900(n).

School officials are to inspect school property and may search students, desks, and/or other personal property when they have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

References: WSD Policies 5144.1(a) and 5144.1(b) and 5144.2

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
When students are enrolled, the assigned teachers are provided access to information regarding prior suspensions of a serious or violent nature.

Suspensions of this nature that occur during the year, will have an information routing system. Teachers are advised about the confidential nature of the data.
To notify teachers of suspensions as they occur during the school year, the following process is used: an electronic notification is sent to the student's assigned teacher(s).

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 reasons for the student's transfer and a copy of 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 and the teachers are provided with written notice from the district office. Copies of this notice are maintained in the school office and the district office.

Reference: WSD Policy 4158

(E) Sexual Harassment Policies (EC 212.6 [b])
Sexual harassment of any student or employee by another person is prohibited. WSD Policies 4119.11 and 5145.7 prohibit sexual harassment of employees and students. School rules also prohibit sexual harassment.

Students are directed to immediately report incidents of sexual harassment to an administrator or teacher. All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services, as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

District policy related to sexual harassment of students requires the following:

1. Posting of the district's sexual harassment policy in a prominent location near each principal's office.
2. Notifying the staff, students, and parents of the sexual harassment policy at the beginning of each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs provided for new students at the beginning of the year or with new students when they enroll.
4. Including the sexual harassment policy in school and district publications.
5. Taking appropriate administrative actions to reinforce the district by providing staff in-service and student instruction and/or counseling.
6. Directing that teacher-led discussion be conducted on this policy with students in "age-appropriate ways" and assuring students in that discussion that they need not endure any form of sexual harassment.

Students, and/or their parents, can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment. Our sexual harassment policy is publicly posted and informs students and parents of their right to use this process. The notice states: "Any student who believes he or she has been subjected to sexual harassment prohibited by Board Policy 5145.7 should immediately report incidents of sexual harassment to the principal or other school administrator. Any student who feels that he or she is being harassed may file a written complaint in accordance with the procedures set forth in the Uniform Complaint Procedures described in Board of Education Policy 1312.3(a). Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned."

References: WSD Policies 4119.11 and 5145.7 and 1312.3(a)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with the stated purposes of the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

Dress Code Standards:
Providing students with a safe and positive learning environment is a priority. It is our belief that coming to school ready to learn includes how a child dresses. It affects his/her overall behavior and safety:

Clothing/Shoes/Hats/Accessories:

1. All clothing should be appropriately sized for the child. Excessively baggy or loose-fitting clothing is not recommended for school.
2. Blouses and shirts should cover a child's midriff and avoid exposing the back. Tank tops must have at least one-inch straps.
3. Shirts/blouses that advertise or advocate alcohol, smoking, drugs, gangs, profanity, or violence may not be worn to school.
4. Flip flops and backless shoes or sandals are not appropriate for school.
5. Shoes should be secured to the foot and appropriate for participating in PE and playing on the playground.
6. Closed-toe sandals with backs and tennis type shoes are considered safe footwear for school.
7. Hats may be worn for sun protection outside the buildings only.
8. Hats may not advocate or advertise alcohol, smoking, drugs, gangs, profanity, or violence.
9. Accessories should not interfere with the learning environment and/or safety of the child while at school.
10. Wallet chains, large bracelets and earrings, and other such jewelry may not be appropriate or safe to have at school.
11. Extreme hairstyles or colors are not allowed if they disrupt the learning at school.
12. Clothing such as shorts, skirts, and dresses need to be a modest length. We use the fingertip rule - if a child places their arms at their sides, clothing should be as long as, or longer than, their fingertips.

References: WSD Policies 5132 and 5132.1

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Schroeder Pick-up and Drop-off Procedures
Safety is our first concern at Schroeder. When dropping off and picking up your children, we ask your cooperation on the following:
1. Enter the drop off area on Columbia. All cars must exit onto Cornell. If you wish to walk your student you must park your car in the designated areas.
2. We will have 2 lanes of traffic. The outside lane, marked #2 below, is drive through only. Please stop at the stop sign at the cross walk to allow families to walk to the parking lot.
3. Lane #1 is for pick-up and drop-off only. There will be no parking (do not exit your car) in this area.
Please pull all the way forward, stop, and have your child unload quickly.
4. Children will enter and exit cars on the right (passenger) side only. This is the exit closest to the curb.
5. If a child is not prepared to enter/exit the vehicle the driver will continue out of the driveway and may circle around and reenter the parking lot.
6. Please be aware that all red curbs are NO Parking Zones. Please observe the No Parking Zones and Bus Zones. Those who choose to block the bus zones and park by red curbs will be asked to move their cars immediately. Do not drive through the circle drive; this area is for busses and child care vans only.

Arrival Time
The gates open at 8:00 A.M. Please be sure your child does not come to school prior to this since supervision will not begin until then. If your child needs to be at school prior to 7:45 AM, our Extended School Program (ESP) opens at 6:00 AM. You can contact ESP at (714) 372-8808. Student supervision is at the lunch benches or in the cafeteria which is open for breakfast from 7:45 - 8:00 and on the playground from 8:00-8:15 a.m. Students may wait with a grown up out front of school for the gates to open at 8:00 a.m. All unsupervised students must be in the Multi-Purpose Room or at the from 7:45 – 8:00 AM and on the playground from 8:00 – 8:15 AM. No students may wait in the halls or at their classroom doors. Students are not to go to the playground unless there is a teacher or supervisor on the playground.

Safety To and From School
It is very important to us that your child arrive at school and return home safely each day. In our district, bussing is provided to students who have no other safe route to school as determined by the District. Please review the bus rules and regulations with your child if s/he rides the bus. In addition, it is important to review the daily route with your child who may be walking to and from school. Students are to go home immediately after dismissal. No students may wait for older siblings to get out of class.

Walking Rules
1. Walk to and from school along the same route daily as designated and agreed upon by both parent and student.

2. Walk directly from home to school and from school to home, unless previous parental permission has been obtained to change the routine.
3. Always walk in a group of two or more students.
4. Use sidewalks whenever possible.
5. When crossing streets, use the pedestrian walkways only.
6. Please make all arrangements for after school pick-ups before school in the morning so that your child is aware of who is picking them up.

Bus Regulations
Riding the bus is a privilege. Students riding the school bus shall conduct themselves in a safe, orderly manner while on the bus or at the bus stop. The driver is to be obeyed at all times. Bus riders are to go immediately to the bus as soon as they are dismissed from school. Improper conduct on the bus or at the bus stop will result in a loss of that privilege and/or disciplinary action.

Bicycles
Only students in grades 4-6 may ride their bikes to school. Bikes must be locked while parked in the bike rack. Two bikes may not be locked together. Bicycles must be walked once you reach campus. The school is not responsible for lost or damaged bicycles. State law requires bicycle riders under the age of 18 to wear safely helmets.

Skateboard, scooters, “razors”, roller blades and roller skates are prohibited. Students are not permitted to wear shoes with rollers in the soles.

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

Component:
People and Programs

Element:
School Climate
Schroeder school will be a safe learning environment in which students excel. It will be a welcoming place for students, staff, families, and community members.

Opportunity for Improvement:
The 2025–2026 Healthy Kids Survey shows that 81% of our 5th grade students and 68% of our 6th grade students are connected to school, while only 38% of 5th graders and 39% of 6th graders report having opportunities for meaningful participation. Additionally, 89% of our 5th grade students and 81% of our 6th grade students feel safe at school, though verbal bullying increases in 6th grade (with 55% reporting being called bad names or targeted by mean jokes). One way to improve student safety, peer respect, and connectedness to school—especially during the transition into 6th grade—is to fully implement the Positive Behavioral Interventions and Supports (PBIS) program and expand student leadership and participation opportunities.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schroeder will continue to implement the PBIS program.	1. A school-wide matrix will be taught in September of each school year. The matrix will be reviewed on a regular basis in the classroom. 2. Guiding Coalition and PBIS team will meet on an as-needed basis throughout the year.	PBIS coach, Guiding Coalition and PBIS team, principal WSD PBIS Sustainability training Site funds to create area specific and classroom matrices PBIS/SST Meetings	Guiding Coalition and PBIS Team and teachers	1. Classroom Walk-throughs to ensure matrices are posted. 2. Reduction in discipline referrals
Implement social skills program and support	1. Implement Life Skills (3-6) 2. Implement Pumsy, Warm Fuzzies and Cold Pricklies in K-2 3. Implement BRAVE (TK-6) 4. Implement Digital Citizenship curriculum (TK-6)	counselor, BRAVE trainers	Teachers and counselor	1. Reduction in referrals

Objectives	Action Steps	Resources	Lead Person	Evaluation
Home-School Communication will be frequent, specific and timely	1. Social Media is used to inform parents of events and happenings at the school. 2. The PTA website will be updated weekly with school information and flyers. 3. Phone, e-mail and text messages will be sent home to inform parents of important information. 4. Monthly Mom and Me/Dad and Me meetings will be held to encourage the home school connection and provide resources for the parents on a variety of topics. (Jan.-May) 5. Parents and students can access the Accelerated Reading system at home. School-wide Accelerated Reader achievement will be shared with all students. 6. Families and the community will access school information and events through the electronic marquee. 7. Students will be honored at Student of the Month assemblies and will also have their name on the electronic marquee.	PTA website, school website, social media (Facebook, Instagram), school messenger	PTA, Principal, teachers	1. Increase in parents reporting that they feel connected to the school and are aware of upcoming events.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students, staff and families will be trained in the behavior expectations as outlined in the PBIS matrix.	1. PBIS will launch each year in September. 2. PBIS Matrix is shared on student folders & planners, in the parent/student handbook, and posted throughout the school. As part of the first day packet, parents will sign the Home School Compact and PBIS Matrix. 3. Parents will receive information on PBIS and the PBIS Matrix at Back to School Night and Kindergarten Tours. 4. Matrix will be reviewed in January-June of each year and also as needed.	OCDE PBIS resources, PBIS coach, SLT/PBIS Team	PBIS coach, Guiding Coalition and PBIS team, principal	Reduction in referrals

Component:
Physical Environment

Element:
Our school is a safe and secure place to receive an education.

Opportunity for Improvement:
As a community, we work to make Schroeder a safe and secure place to learn by maintaining a closed and secure campus, beautifying the campus and addressing traffic and parking issues.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement updated parking lot safety plan	1. Review and update the current parking lot and drop-off/pick-up procedures. 2. Share plan with parents via e-mail, newsletters, website, phone calls, and parent handbook.	District Asst Supt of Business	Guiding Coalition, principal and SSC	Improved traffic patterns Decreased complaints
Have HBPD come out to monitor streets surrounding school	Ask HBPD to be at drop-off and dismissal	HBPD Resource Officer	Principal	
Establish a staff member in parking lot at cross walk	1. Train staff and parents on drop-off and pick-up protocal 2. Review the safety plan with students in September, January, and April	HBPD Resource Officer	Guiding Coalition, principal, teacher	Duty Schedule completed in September of each year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain Closed and Secure Campus	1. Campus is closed and locked throughout the school day with one point of entry through the office. All visitors coming onto campus are signed in through RAPTOR and wear a name badge. 2. Periodic maintenance inspections are made throughout the year. Work orders are created for anything that needs to be addressed. 3. Immigration Resources: Immigration resources can be found on our district website, including the use of “Red Cards” is encouraged to help families understand their rights. In addition We cannot collect immigration-related information. We cannot share any immigration-related information. If immigration officials come onto campus, we have a protocol in place to ensure they are not allowed on campus without proper authorization.	1. Custodial time and expertise. 2. Online work order system 3. School Office Manager 4. Principal	Lead Custodian	1. Completed work orders 2. Walkthroughs in the AM to ensure all gates are secured.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Modernization Project	As outlined by a construction plan in phases by the FMOT at the District Office a 4-Phase plan was implemented beginning in the summer of 2026 and completing by the end of December, 2026. The project included the following modernizations: 1. Central Air in all 4 brick buildings (A-D Wings) and the Main Office 2. Paint and Carpet in rooms that do not already have laminate flooring. 3. Asbestos abatement in all rooms identified to have asbestos. 4. Installation of new "Tack" Panel and White Boards 5. Interior and Exterior painting of buildings, interior walls and building trim	Facilities, Maintenance and Operations Team Blueprints and Phased plan.	Director of FMOT	Weekly walks of construction areas to ensure school safety and completion of all projects.

Component:
Emergency Preparedness and Disaster Planning

Element:
Schroeder School is prepared for emergency situations through practice, preparation and education.

Opportunity for Improvement:
Emergency preparedness is a necessity to help ensure student and staff safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schroeder will practice for emergency situations.	1. Continue to hold monthly fire/earthquake drills. Also hold intruder drills. Hold one disaster drill each year.	1. Time to hold drills.	Principal	1. Drill evaluation forms
Schroeder will be prepared for emergency situations.	1. Inventory and update emergency bin supplies yearly. 2. Ensure every classroom has an emergency backpack. 3. Review and update the Incident Command Structure for Schroeder annually.	1. PTA Emergency Supplies Budget 2. PTA Emergency Supply Parent Coordinator	Principal PTA representative	1. Emergency Bin Inventory 2. Updated ICS
Schroeder will educate students, staff and families on emergency procedures.	1. Train staff annually in emergency procedures. 2. Include emergency preparedness information in our Parent Student Handbook. 3. Include emergency preparedness information on our website. 3. Educate students and staff on disease prevention, such as encouraging handwashing.	1. Site funds for Parent/Student handbook 2. Time to train students and staff	Principal	1. Parent/Students Handbook

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

Schroeder Elementary School Student Conduct Code
SCHOOLWIDE
Be respectful with words & actions.
Treat people & property with respect.
Follow directions.
Be prepared to learn.
Follow school rules before, during, and after school.
Be in supervised areas.
Promptly leave & return to the classroom.
Enter & exit all rooms carefully.
Stay outside the red circles in front of the doors.

HALLWAYS
Walk on the concrete, staying to the right.
Silently travel in the hallways.
Go directly to your destination.

RESTROOMS
Be quiet.

Respect other's privacy.
Use bathroom quickly.
Leave when done.
Clean up.
Promptly report problems to a staff member.
Wash hands when you leave.

PLAYGROUND
Be respectful with words & actions.
Include others.
Share.
Take turns.
Stay in approved areas.
Line up when the bell rings.
Use equipment correctly.
Return equipment to the racks.
Eat snack in the snack areas.
Staff & students only on the playground.
Walk to & from the playground.
Kicking games with balls are played on the grass.

LUNCH
Use appropriate noise level.
Throw trash away.
Eat your own food.
Follow lunch procedures.
Sit on your bottom with your feet under the table.
Remain seated at your table until dismissed.

ASSEMBLIES
Pay attention to the speaker.
Sit on your bottom in one spot facing forward.
Look at the teacher for directions.
Remain seated until directed to stand.
Follow directions.
Be an active participant.
Leave belongings in the classroom.
Keep hands & feet to yourself.
Walk at all times.

LIBRARY
Sit quietly at the tables or when listening to a story.
Whisper when looking for books.
Gently handle books
Collect all of your belongings when you leave.
Push in chairs when leaving.
Chairs have 4 feet on the floor at all times.
CHROMEBOOKS
Volume at a safe level
On appropriate surface
Follow internet safety
Keep food & drink away from CB
Use only assigned CB
Carry with both hands
Clean hands
Use headphones

Stay on assigned task
Use appropriate websites

DROP-OFF/PICK-UP
Follow directions from staff
Keep your hands & feet to yourself
Remind your parents to pull forward
7:45-8:00 Go to the MPR/lunch tables
8:00-8:15 Walk to the playground
Wait inside the gate at E1(4th-6th)
Stay on campus unless you are walking straight home
Watch for your car
Walk in the parking lot
Be prepared to enter or exit the car on the passenger side
Only exit the vehicle in the drop-off area of the parking lot by the curb

Conduct Code Procedures
Schroeder School Behavior Expectations
At Schroeder we base our expectations on the Positive Behavior Interventions and Support (PBIS) model. Behavior expectations will be directly taught in the fall and reviewed throughout the year. Our expectations are summarized in our Mustang Motto: Be Respectful, Be Responsible, Be Safe.

Citations are issued for minor incidents.
Office Discipline Referrals are utilized for major incidents (3 minors equal a major)

(K) Hate Crime Reporting Procedures and Policies
All crimes, including hate crimes, should be reported to the school principal immediately. All crimes are investigated with appropriate follow-up and consequences.

(J) Procedures to Prepare for Active Shooters
1. Planning and Risk Assessment

1.1 Develop an Active Shooter Response Plan
Create a Detailed Plan: Develop a comprehensive plan covering all aspects of an active shooter situation, including lockdown, evacuation, and shelter-in-place procedures.
Specific Actions:
Lockdown procedures for securing classrooms and offices.
Evacuation routes and assembly points.
Communication protocols for notifying and updating staff, students, and emergency services.
Coordinate with Local Authorities: Collaborate with local law enforcement and emergency responders to ensure that your plan aligns with their protocols and resources.

1.2 Conduct Regular Risk Assessments
Facility Security Evaluation: Regularly assess the school's physical security, including entrances, exits, and common areas, to identify vulnerabilities.
Review Security Measures: Ensure that security measures are up-to-date and address potential risks.

1.3 Establish a Threat Assessment Team
Form a Multidisciplinary Team: Include school administrators, counselors, security personnel, and local law enforcement.
Define Procedures: Develop procedures for identifying, assessing, and managing potential threats, including how to report and respond to concerns.

2. Training and Drills

2.1 Train Staff and Faculty

Emergency Response Training: Provide training on emergency response procedures, including how to implement lockdowns, evacuate, and communicate during an incident.
Role-Specific Training: Offer additional training for specific roles, such as security personnel and administrative staff, focusing on advanced response strategies and coordination with law enforcement.

2.2 Educate Students
Safety Awareness: Teach students about emergency procedures in an age-appropriate manner, including what to do during a lockdown or evacuation.
Conduct Drills: Regularly conduct drills for lockdowns, evacuations, and other emergency scenarios to familiarize students with the procedures.

2.3 Conduct Regular Drills
Schedule Drills: Plan and execute regular drills to practice response procedures and reinforce training.
Evaluate and Improve: After each drill, review performance, gather feedback, and adjust procedures as needed.

3. Communication Systems

3.1 Implement Effective Communication Channels
Emergency Notification System: Install an emergency notification system capable of sending alerts to staff, students, and visitors during an active shooter situation.
Internal Communication: Ensure that there are reliable methods for staff to communicate with each other and with the incident command during an emergency.
3.2 Develop External Communication Protocols
Coordinate with Law Enforcement: Work with local law enforcement to manage communication during an incident and follow their guidance.
Inform Parents and the Community: Prepare a plan for communicating with parents, guardians, and the community, including how to provide accurate information and manage media inquiries.

4. Physical Security Enhancements

4.1 Enhance Building Security
Access Control: Implement secure access control measures, including secure entry points, visitor management systems, and staff identification badges.
Surveillance Systems: Install and maintain security cameras in critical areas, such as entrances, hallways, and common areas.
4.2 Secure Classrooms and Common Areas
Classroom Locks: Ensure that all classrooms and offices can be locked from the inside and that doors and windows are reinforced where necessary.
Emergency Supplies: Equip classrooms and common areas with essential emergency supplies, such as first aid kits, communication devices, and emergency contact lists.

5. Support and Resources

5.1 Provide Mental Health Support
Access to Counseling: Ensure that students and staff have access to counseling and mental health resources before, during, and after an incident.
Crisis Support: Develop a plan for providing immediate psychological support and debriefing following an active shooter situation.
5.2 Engage the Community
Parent and Guardian Education: Educate parents and guardians about the school’s emergency procedures and how they can support safety efforts.
Collaborate with Local Agencies: Partner with local organizations, emergency services, and community groups to enhance preparedness and response capabilities.

6. Policy and Procedure Review

6.1 Regularly Review and Update Procedures

Policy Review: Periodically review and update the active shooter response plan and related policies to incorporate new information and best practices.
Incorporate Feedback: Use feedback from drills, incidents, and stakeholders to refine and improve the procedures.
6.2 Promote Continuous Improvement
Post-Incident Analysis: Analyze any incidents or drills to identify strengths and areas for improvement.
Adopt Best Practices: Stay informed about best practices and new developments in active shooter preparedness and integrate relevant updates into your procedures.

7. Documentation and Record Keeping

7.1 Maintain Accurate Records
Emergency Plans: Keep up-to-date documentation of emergency response plans, training records, and incident reports.
Incident Logs: Maintain detailed logs of incidents, including actions taken, decisions made, and follow-up actions.
7.2 Ensure Accessibility
Accessible Documentation: Ensure that all emergency plans and documentation are easily accessible to key personnel and updated regularly.

By implementing these procedures, a school site can effectively prepare for an active shooter scenario, improving response effectiveness and ensuring the safety of students, staff, and visitors.

Procedures for Preventing Acts of Bullying and Cyber-bullying
Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, bullying and cyber-bullying. The District's Policies on discrimination, harassment, intimidation and bullying can be accessed on the website {www.wsdk8.us). Printed copies are available at the school office.

1. The District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, parental status or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
3. Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the District's Nondiscrimination/Anti-Bullying Coordinator. If there is sufficient corroborating information, the District will commence an investigation.
5. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion.
7. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.
8. Students and parents may contact the school principal or the District Human Resources Office at (714) 894-7311, Ext. 1160.
BP 1312.3 (a-c)

Opioid Prevention and Life-Saving Response Procedures
Per Board Policy 5141.21(a), the Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose.

If an opioid overdose is suspected and a physician is not immediately available, a school nurse should administer Naloxone (Narcan) to the person suspected of experiencing an opioid overdose. If a school site does not have a school nurse, the school nurse is not on site or is unavailable, a trained volunteer may administer Naloxone (Narcan) to a person exhibiting potentially life-threatening symptoms of an opioid overdose.

If a person is exhibiting or reasonably believed to be experiencing any of the following symptoms, immediately administer Naloxone (Narcan), then call 911:

1. Unconsciousness
2. Very small pupils (miosis)
3. Very slow or shallow breathing
4. Vomiting
5. An inability to speak
6. Faint heartbeat
7. Limp arms and legs
8. Pale, clammy skin
9. Blue or purple lips and fingernails

Upon the administration of Naloxone (Narcan), 911 must be called so the person may be transported in an emergency vehicle to a hospital for further treatment and observation.

Response Procedures for Dangerous, Violent, or Unlawful Activities

1. Immediate Response Procedures

1.1 Assess the Situation

Evaluate the Threat: Quickly assess the nature and severity of the situation. Determine if the threat is immediate and if it involves weapons, multiple individuals, or specific risks.

Notify Authorities: Contact local law enforcement and emergency services immediately. Provide detailed information about the situation, including the location, nature of the threat, and any immediate actions taken.

1.2 Activate Emergency Response Plans

Emergency Notifications: Use the school's emergency notification system to alert staff, students, and visitors of the situation. Provide clear instructions based on the nature of the threat (e.g., lockdown, evacuation, shelter-in-place).

Lockdown Procedures: If the threat is imminent or inside the school, initiate a lockdown:

Lock all classroom and office doors.

Turn off lights and close blinds.

Keep students and staff away from windows and doors.

Silence all communication devices.

Evacuation Procedures: If evacuation is deemed safer, follow designated evacuation routes:

Evacuate calmly and orderly, avoiding areas of risk.

Account for all individuals and head to predetermined assembly points outside the building.

Shelter-in-Place: If the threat involves environmental hazards or other risks, initiate a shelter-in-place:

Move to designated safe areas within the building.

Seal windows and doors if necessary.

1.3 Secure the Site

Containment: Secure all entry points to the school to prevent unauthorized access. Assign staff or security personnel to monitor and control access.

Staff Roles: Ensure staff members are performing assigned roles during the emergency, such as managing exits, assisting with evacuations, or communicating with emergency services.

2. Communication and Coordination

2.1 Internal Communication

Provide Updates: Continuously update staff and students about the situation and any changes in instructions. Use multiple communication channels (e.g., intercom, email, text alerts) to ensure everyone is informed.

Incident Command: Designate an incident commander or a point of contact responsible for coordinating the response and making decisions based on the evolving situation.

2.2 External Communication

Coordinate with Law Enforcement: Work closely with law enforcement officers on-site to follow their instructions and provide necessary support.

Media and Parent Communication: Prepare and disseminate accurate information to parents, guardians, and the media. Provide updates through official channels and ensure that information is consistent and avoids causing undue alarm.

3. Post-Incident Procedures

3.1 Provide Medical Attention
First Aid: Administer first aid to any injured individuals and coordinate with emergency medical services for more advanced care.
Medical Services: Ensure that professional medical services are available for those who require further treatment.

3.2 Secure Evidence
Preserve Evidence: Protect any evidence related to the incident for investigation purposes. Ensure that evidence is not disturbed and is properly documented.
Witness Statements: Collect and document witness statements to aid in the investigation.

3.3 Crisis Counseling and Support
Offer Counseling: Provide access to crisis counseling and psychological support for students, staff, and any affected individuals. Coordinate with mental health professionals to address trauma and provide ongoing support.
Debriefing: Conduct debriefing sessions with staff, students, and law enforcement to review the incident, discuss responses, and address any immediate concerns or needs.

4. Investigation and Review

4.1 Conduct a Thorough Investigation
Gather Information: Collect and review information about the incident, including witness statements, security footage, and physical evidence.
Collaborate with Law Enforcement: Work with law enforcement to complete a comprehensive investigation. Provide necessary information and support for their efforts.

4.2 Analyze and Review
Incident Analysis: Analyze the incident to understand what occurred, how it was handled, and identify any areas for improvement. Review how well the emergency response plan was executed.
Update Procedures: Based on the analysis, update emergency response plans, policies, and procedures to address any identified weaknesses or gaps.

5. Training and Drills

5.1 Regular Training
Staff Training: Provide regular training for staff on emergency response procedures, including recognizing and responding to dangerous, violent, and unlawful situations.
Student Awareness: Educate students on emergency procedures and how to react during various types of emergencies.

5.2 Conduct Drills
Emergency Drills: Schedule and conduct regular drills for various emergency scenarios, including lockdowns, evacuations, and responses to dangerous or violent incidents.
Evaluate Drills: Evaluate the effectiveness of drills and make necessary adjustments to procedures based on feedback and observations.

6. Continuous Improvement

6.1 Review and Update Procedures
Post-Incident Review: After each incident or drill, review the response and identify areas for improvement. Update emergency response policies and procedures based on lessons learned and best practices.
Policy Updates: Regularly update emergency response plans and procedures to reflect new information, emerging threats, and best practices.

6.2 Community Involvement

Engage Stakeholders: Involve staff, students, parents, and community members in discussions about school safety and emergency preparedness.
Feedback Mechanism: Implement a system for collecting feedback on emergency procedures and incorporate suggestions into updates.

7. Documentation and Record Keeping

7.1 Maintain Accurate Documentation
Incident Reports: Keep detailed records of incidents, including actions taken, decisions made, and follow-up procedures.
Emergency Plans: Ensure all documentation related to emergency response plans, training records, and incident reports is up-to-date and accessible.

7.2 Ensure Accessibility
Accessible Records: Make sure all documentation and emergency plans are easily accessible to key personnel and regularly updated.

Instructional Continuity Plan
If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, instruction will be provided in accordance with District policy and procedures for emergency circumstances.

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 November 13, 2026 and adopted by Schroeder Elementary School on November 20, 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.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

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.

In the event of a power or internet outage, the district will shift to low-tech communication methods, including phone trees, SMS text messaging, printed notices, and home visits if safe and feasible. Each school maintains updated emergency contact lists to ensure staff can reach families quickly through alternate means. In areas where infrastructure damage prevents digital access, designated staff will distribute printed instructional materials and wellness resources via drive-through pickups or delivery. The district's emergency communication plan includes coordination with utility companies and local agencies to restore services and access community resources (e.g., public Wi-Fi zones or community centers) to support student learning and family outreach. These strategies ensure continuity of engagement even when traditional digital communication channels are unavailable.

Support for Special Needs

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

Within five calendar days of an emergency or as soon as practically possible, staff will conduct wellness check-ins to assess student safety, emotional well-being, and learning readiness. Teachers, counselors, and support staff will monitor student engagement and academic progress through virtual platforms or direct outreach.

The district will utilize tools such as SEL screeners, academic diagnostics (e.g., i-Ready, STAR), and student information systems to identify students needing additional support. School counselors, psychologists, and social workers will provide individual and group counseling services, with bilingual support available to reach families in their home languages. Intervention teams at each site will review student data weekly and provide targeted academic and mental health interventions, such as tutoring, check-in/check-out systems, and referrals to community-based services. IEPs will continue to be reviewed, and services provide through staff with support through Student Services.

Resources and workshops for families will also be made available to strengthen home-school connections and support student wellness in remote or hybrid environments.

Access to Instruction

Timeline for Access to Instruction

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

As required, Schroeder 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.

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

WSD will provide education as soon as practically possible to students with the following prioritization:

1. Full Day - in person instruction
2. Hybrid Instruction - part time in-person instruction and remote learning
3. Remote Learning with Live Virtual Instruction - synchronous
4. Remote Learning Independently - asynchronous

Remote Instruction

Plans for remote instruction.

As required, Schroeder 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.

- All students in grades TK–8 will be provided with 1:1 devices (e.g. Chromebooks, iPads), with content filters in place and hot spots as needed
- A district-wide digital learning platform (e.g., Google Classroom) is used for asynchronous and synchronous instruction
- Daily live instruction is provided via streaming service for core academic subjects, with asynchronous support for electives
- Teachers follow a modified bell schedule to allow for check-ins and small group instruction
- IT support - Helpdesk available to families and staff for technical assistance and support

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.

All students will have access to curriculum-aligned resources regardless of the learning environment.

- Digital versions of textbooks, core curriculum, supplemental material and digital applications/platforms are accessible through the district's learning management system
- For families without internet, hotspots are provided. In the case of no internet, printed packets with weekly lessons are distributed
- Translated materials are provided as necessary for English learners, including translated content and visual supports
- Students with IEPs receive accessible formats (e.g., large print, Braille, audio files) as outlined in their accommodations
- Library books and supplemental learning packets are available for pickup at designated school locations

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

WSD will ensure all students can complete and turn in assignments and receive feedback from teachers.

- Students will submit work digitally via learning platforms; printed work is dropped off weekly at designated school locations
- Teachers provide weekly feedback via email, online comments, or phone calls
- Students without internet access receive phone-based check-ins with teachers at least twice a week

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Schroeder 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:

The district will work closely with families to coordinate temporary placements that meet students' academic, social-emotional, and special program needs. This includes providing assistance with transportation when feasible, sharing student records promptly, and ensuring continuity of services such as IEP/504 supports, English learner services, and access to meals. Bilingual staff and liaisons will support families throughout the reassignment process, ensuring communication is clear and culturally responsive. Temporary reassignment will not affect a student's residency status, and efforts will be made to return students to their home school as soon as conditions allow for safe reopening.

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.

Westminster School District will maintain consistent and transparent communication with all stakeholders—families, students, staff, and faculty—before, during, and after any emergency or transition to remote learning.

- Information will be shared within 24–48 hours of any major disruption or change to instructional delivery, with regular updates provided at least weekly or as new information becomes available
- Primary methods of communication include Parent Square, email, district and school websites, text messages, and social media. All messages will be available in the primary languages spoken by district families, including Spanish and Vietnamese
- Teachers and site staff will maintain direct contact with students and families through classroom platforms (e.g., Google Classroom), phone calls, and virtual check-ins to ensure instructional updates and student needs are addressed

- Staff and faculty will receive internal updates through email, staff meetings (virtual or in-person), and the district intranet, with immediate notifications sent through emergency alert systems when needed

Communication timelines and formats will be reviewed during any transition to remote instruction to ensure that all parties are informed, supported, and connected.

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.

Westminster School District is committed to ensuring all students and educators are prepared to transition quickly from in-person instruction to remote learning, when required. To support this shift:

- Early access to independent study program agreements will be made available to families, with support from school staff to complete and return forms quickly—both digitally and in person.
- All students will have online access to assignments, curriculum, and academic resources through our digital learning management system and other district-adopted platforms.
- The district will support a 1:1 device program, ensuring that each student has access to a Chromebook, iPad or other internet-enabled device. Devices are distributed at the beginning of the year and re-issued or replaced during emergencies if needed.
- Students without internet access at home will be provided Wi-Fi hotspots or directed to community internet access points as available.
- Teachers receive regular training on the use of the district's instructional technology tools and virtual platforms to deliver effective and engaging remote instruction.
- Tech support is available to families in multiple languages through a dedicated help desk line, online tutorials, and in-person assistance at designated school sites.

These measures ensure that both students and staff are equipped to maintain learning and communication during any necessary transition to remote instruction.

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.

Instruction and assessment will be delivered through a combination of synchronous (live) and asynchronous (independent) methods using digital methods, printed materials, or other accessible platforms. To monitor student progress, teachers will utilize formative assessments, online tools located on our learning management system, and ongoing teacher-student feedback loops.

To support student success, the district will provide additional academic interventions, including:

- Targeted small-group or one-on-one tutoring (in-person or virtual)
- Weekly check-ins with students to assess engagement and well-being
- Virtual office hours for students and families to receive academic help

- Learning support sessions before or after school where feasible

These supports will be differentiated to meet the needs of all learners, including English learners, students with disabilities, and those requiring additional intervention or enrichment.

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.

Westminster School District is committed to ensuring that all students, including students with disabilities, students experiencing homelessness, foster youth, and English learners (ELs), have equitable access to instructional resources during any disruption to in-person learning.

- The district will provide all students with access to devices, internet connectivity, and instructional materials, including printed packets when digital access is limited.
- Students with disabilities will receive adapted materials, assistive technology, and support services as outlined in their IEPs or 504 Plans.
- Students experiencing homelessness or in foster care will receive priority access to technology, transportation assistance if needed, and individualized support from the district's McKinney-Vento and Foster Youth liaison.
- English learners will have access to translated materials, bilingual staff support, and supplemental language development resources.
- Instructional content will be standards-aligned and culturally responsive, and provided through multiple modalities (live instruction, asynchronous lessons, paper-based resources) to meet the diverse needs of students and their families.

The district will also continue outreach efforts to identify and remove barriers to participation for these students and ensure every student is engaged, supported, and able to learn.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Westminster School District will ensure that all students with disabilities continue to receive services and supports outlined in their Individualized Education Programs (IEPs), in alignment with federal and state requirements, regardless of the instructional setting.

- If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by the IEP Emergency Circumstances Program which is stated in each student's IEP in light of the emergency circumstances and District policy.
- District will monitor IEP compliance with service delivery and timelines through internal tracking systems during emergencies.

- Behavior Intervention Plans (BIPs) will be implemented in virtual or hybrid settings, with adjustments based on the environment.
- IEP meetings will be held virtually or in person within all required timelines, with translation services provided for families as needed.
- Special Education services, including specialized academic instruction, speech/language, occupational therapy, and counseling, will be delivered either in-person or through virtual platforms, with schedules and service minutes adjusted, if necessary, through the IEP team process.
- Case managers will maintain regular communication with families, monitor student progress, and coordinate with general education teachers to ensure appropriate accommodations and modifications are implemented.
- Students will have access to assistive technology, instructional materials, and any necessary support services at home or through school-based distribution.
- The district will conduct compensatory education reviews, when applicable, to address any service disruptions and ensure students receive a Free Appropriate Public Education (FAPE).

English Leaners (EL)

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

Westminster School District is committed to upholding the principles of the California English Learner Roadmap Policy to ensure that English Learners (ELs) continue to receive equitable and effective instruction during any disruption to in-person learning. Instruction will be designed to maintain access to designated and integrated English Language Development (ELD), regardless of the learning environment.

- Designated ELD will be delivered daily through live virtual instruction or targeted small-group sessions, focusing on language development aligned to English proficiency levels.
- Integrated ELD will be embedded across all content areas, with teachers using scaffolded strategies and culturally responsive materials to make academic content accessible.
- Teachers will continue to receive professional development in ELD strategies and the use of virtual tools to support language acquisition.
- ELs will have access to supplemental programs and may also receive bilingual support staff assistance during remote instruction.
- The district will provide parent outreach and resources in families' home languages to ensure EL parents understand learning expectations and how to support their children at home.

These efforts reflect the district's commitment to affirming students' linguistic and cultural assets, promoting English proficiency, and ensuring full access to a meaningful, rigorous education in any instructional setting.

Professional Learning

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

Westminster School District prioritizes equipping all educators with the skills and resources needed to transition smoothly to remote instruction and assessment when necessary. The district provides ongoing professional learning opportunities focused on digital

instruction, student engagement, and equitable access to learning and will continue training staff during an unexpected event.

- Training topics include effective uses of technology through our i4 professional development series.
- Professional development sessions are, and will continue to be delivered in-person, virtually, and/or through on-demand modules to allow flexible access for all staff. Professional development will include areas such as online assessments, differentiated instruction in a virtual environment, and strategies for supporting English learners and students with disabilities online. Assessment training includes how to administer district benchmarks, monitor progress and use student data to drive instruction and intervention in a remote setting.
- Teachers and instructional support staff have continued access to instructional coaches, tech integration specialists, and a library of curated digital tools and tutorials.
- Teachers receive guidance on how to communicate effectively with families, provide feedback, and maintain student engagement in online environments.

These resources and supports ensure that staff are confident and capable of delivering high-quality instruction and assessments, even during emergency transitions.

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.

During an emergency or school closure, the district will maintain access to mental health professionals through both in-person and virtual services. School counselors and nurses will be available via scheduled phone calls, video conferencing (e.g., Google Meet or Teams), and on-site appointments when feasible. The district will utilize its bilingual staff and contracted community health providers to ensure that services are accessible in the primary languages spoken by families, including Spanish and Vietnamese. In addition, wellness check-ins will be conducted in home languages and translated mental health resources will be shared through multiple communication channels. The district will coordinate with the Orange County Health Care Agency and other behavioral agencies to support students and families in need of urgent or ongoing services.

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

In the event of an emergency, WSD will follow established emergency preparedness protocols to ensure student and staff safety. Each school site is equipped with emergency supplies, including potable water, basic first aid kits, and essential medications stored securely for students with documented medical needs. The district maintains a partnership with local emergency services and public health agencies to replenish supplies and respond to extended outages or disruptions. Emergency teams at each site are trained annually to manage medication distribution and ensure students' health needs are met during emergencies.

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.

WSD is committed to maintaining essential student support services during emergencies through flexible delivery models. Special education services will continue through virtual platforms, with IEP meetings held online, and specialized instruction and therapies provided remotely or in-person when feasible. Counseling services will be available via phone and video conferencing, with wellness check-ins conducted regularly to support students' social-emotional needs. After-school programs will transition to virtual enrichment sessions with academic support, and all materials, schedules and other communications sent out in multiple languages. Meal services will continue through grab-and-go distribution or delivery for students who cannot access school sites. School kitchens will remain operational, following safety protocols, to ensure students continue receiving nutritious meals even in remote or hybrid settings. These services will be adapted as needed based on the nature and duration of the emergency to ensure equity and access for all students.

Site-Based Collaboration

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

The development and implementation of the Instructional Continuity Plan in is a collaborative effort that includes input from stakeholder groups. Administrators lead the coordination and ensure alignment with state requirements, while staff provide input on effective instructional strategies and student needs. Information technology staff assess and support the digital infrastructure required for remote learning, including device distribution and connectivity solutions. Students and parents contribute through surveys, focus groups, and advisory meetings, sharing feedback on what works and where improvements are needed. Ongoing collaboration will occur through the district's Safety Task Force, LCAP stakeholder sessions, and School Site Council meetings. This inclusive process will ensure the ICP reflects the diverse perspectives and needs of the school community and remains a living document that is regularly reviewed and updated based on feedback and evolving circumstances. Each school site will include the ICP in their Comprehensive School Safety Plan and will review the document on a year basis, and as needed.

Return to Site-Based Learning

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

The health, safety and well-being of our students, staff and families is our number one priority. In order to return from disruption, the following conditions must be met:

Clearance from Local and State Authorities - The district will follow guidance and receive approval from local public health departments, emergency management agencies, and the California Department of Education regarding safe reopening.

- Facilities Safety Checks - All school sites will undergo safety inspections to confirm structural integrity, functioning utilities (water, electricity, HVAC), and removal of any health hazards (e.g., smoke, mold, debris).
- Availability of Essential Supplies - Schools must have sufficient stock of cleaning and disinfecting supplies, personal protective equipment (PPE), drinking water, and instructional materials.
- Staff Availability - A sufficient number of teachers, classified staff, administrators, and health personnel must be available to safely supervise and support students.
- Health Protocols in Place - Reopening will include clear procedures for symptom screening, isolation of symptomatic individuals, and mental health support services. Accommodations for medically fragile students and staff will be considered.
- Communication with Families and Staff - Families and staff will be notified of the reopening plan, including timelines, schedules, transportation adjustments, and any continuing remote learning options. Translations will be provided in all necessary languages.
- Instructional Readiness - Curriculum pacing, learning recovery supports, and assessments will be prepared to address potential learning loss and ensure a smooth transition back to in-person learning.
- Coordination with Food and Transportation Services - Meal services and bus routes will be reestablished with safety protocols and modified as needed to meet the needs of returning students.

These conditions ensure that reopening is deliberate, equitable, and safe, prioritizing the physical and emotional well-being of the school community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Schroeder Elementary School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Schroeder 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.

This ICP will be maintained as an addendum to each of the school site CSSP's.

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:

- Annually as part of the Comprehensive School Safety Plan
- In response to significant changes in district infrastructure, staffing, or instructional technology
- Through feedback from stakeholders following a school closure or emergency
- Updates in state or local public health guidance or emergency response protocols
- Identified gaps or challenges observed during implementation of the plan

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is a living document. It is reviewed annually by the School Site Council. Changes are made at the annual review or when new information or data is available.

Safety Plan Appendices

Emergency Contact Numbers

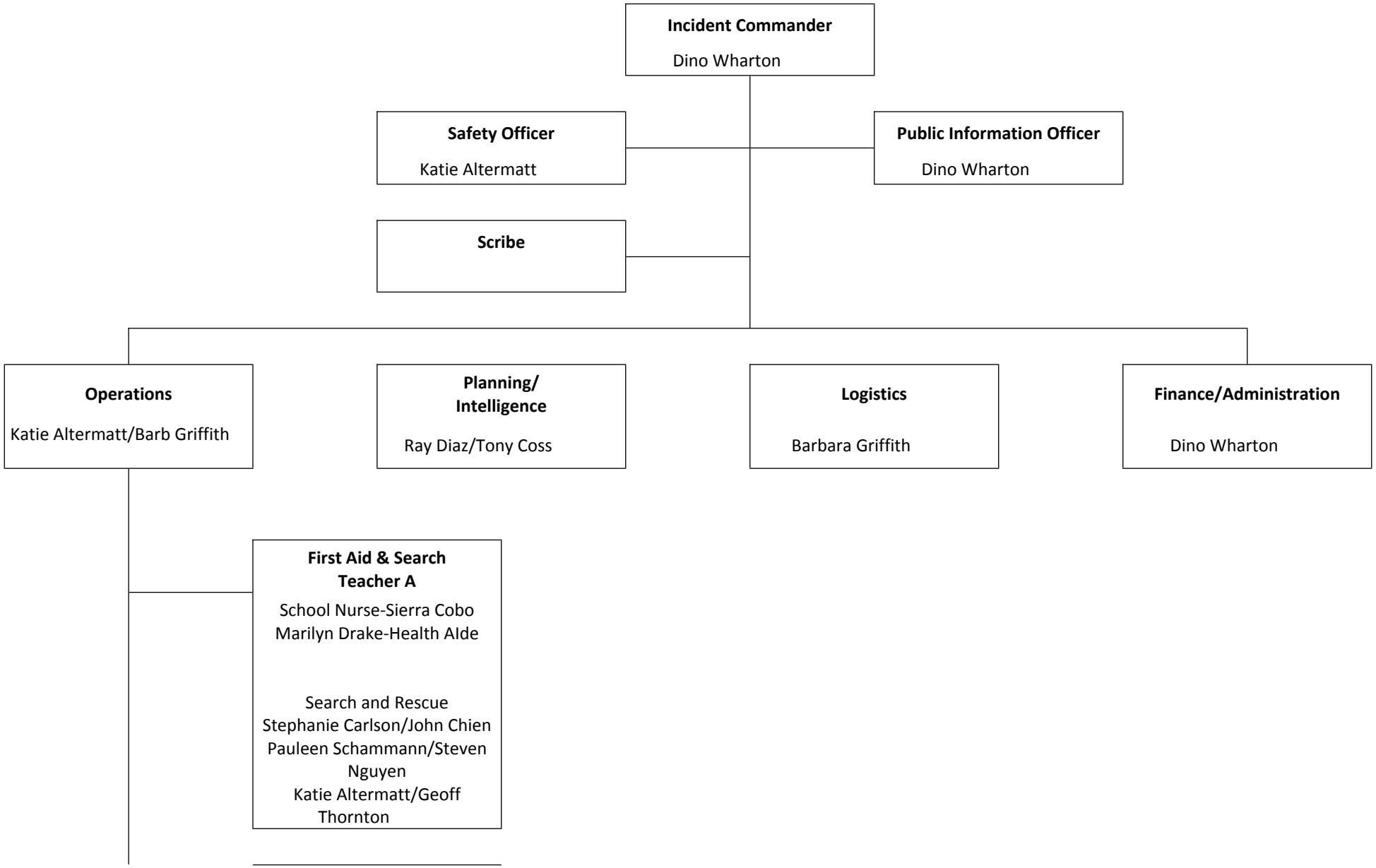
Utilities, Responders and Communication Resources

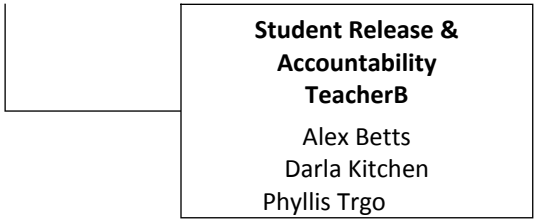
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergency Call	911	
Law Enforcement/Fire/Paramedic	Huntington Beach Police Department	714-960-8811	non-emergency phone number/dispatch

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)
Principal review of document	11-20-26	
Schroeder Staff Review	11-20-26	
School Site Council input, review and approval	11-20-26	

Schroeder Elementary School Incident Command System




Student Release &
Accountability
TeacherB
Alex Betts
Darla Kitchen
Phyllis Trgo

Incident Command Team Responsibilities

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

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash
If you have warning,
Crawl under a sturdy table or desk.
Close your eyes, clasp your hands behind your neck, and cover your head and ears with your forearms.
Once the crash has occurred, dial 911 and be prepared to:
State the nature of the emergency. State your name and a phone number at your location.
State the location of the crash in relation to your building address.
If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.
Evacuate uphill or upwind of any smoke. The smoke could be toxic.
Assist handicapped persons and anyone with manageable injuries. Do not attempt to move anyone who is severely injured. Help will be available.
DO NOT run, use elevators, or close doors behind you.
DO NOT smoke, light matches or activate any equipment or electrical switches.
STAY AWAY from any structures, debris or utility lines.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
Report attendance and injuries to command personnel.
Assemble with your division in the designated area and remain there until instructed otherwise.
Do not attempt to reenter the building until it has been officially declared safe.
Protect individuals from exposure to the crash site.
Be aware of additional explosions that could occur after the crash.

Animal Disturbance
Confine Animal
Call Animal Control
Remain calm

Armed Assault on Campus
Perpetrators in these situations are unpredictable and may create panic and chaos at the location. This makes it difficult to establish a specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions.
If confronted,
Stall for time and create distance between you and the suspect.
Do not be aggressive or use aggressive body language.
Do not try to disarm an armed individual.
Remain calm and understanding. Listen intently to what the person has to say.
Take mental notes of what the suspect is wearing, weapons you see, what the suspect says.
Do not attempt to protect personal belongings.
Attempt to dial 911; leave the telephone off the hook if you cannot talk.
If it is not safe to exit your location and the threat is outside the area you are in:
Lock your doors and windows and turn off the lights.
Stay away from the suspect's line of sight.
Place a message in the window or under the door to communicate.
Dial 911.
If possible, evacuate away from the suspect's location:
Stay close to walls and avoid wide open areas.
If there is shooting, run in a zig zag pattern.
Seek safe shelter and dial 911 or notify an appropriate official of the incident as soon as possible.
If law enforcement is present, they will be armed and moving quickly:
Identify yourself.

Keep your hands visible and above your head.
Listen carefully to law enforcement instructions and follow them.

Biological or Chemical Release
If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:
Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
Evacuate and isolate the area or room that contains the suspected substance.
Immediately notify a supervisor , who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. If neither the supervisor nor is present, dial 911 to report the incident.
Mark the room or area "DO NOT ENTER."
Contain and isolate any individuals that may have been contaminated.
Wear protective gloves, if available; then wet lightly any potentially contaminated area or person. Remove and triple bag any potentially contaminated clothing.
Do not eat or drink while handling suspicious mail, package or substance.
Wash hands with soap and warm water.
It is safest to assume that all blood and bodily fluids contain bloodborne pathogens such as HIV and Hepatitis.
Avoid contact with bodily fluids, if possible. If contact is unavoidable:
Wear protective gloves if available.
Wash all exposed skin with soap and water.
Flush eyes with water.
Do not eat, drink smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Bomb Threat/ Threat Of violence
Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether in person or by telephone, remain calm and permit the person to talk without interruption. Ask questions:
Where is the bomb?
When is it going to go off?
What kind is it?
What does it look like?
What will cause it to go off?
What is the intended target?
Take actual or mental notes on everything said and your observations : time; description of person; voice characteristics, background noise (if a telephone threat)
For all bomb threats:
As soon as possible, dial 911.
Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
Evacuate any suspected area and alert other staff.
Advise all individuals not to touch, move or disarm any object or item.
Advise all individuals not to change any equipment or electrical switches.
All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.
If you have a written threat:
Handle the note carefully and minimally – just enough to make a copy.
Protect the original note from further handling or loss.
Wait for further instructions from emergency personnel.
Report the incident as soon as possible to your supervisor.

Bus Disaster
Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed the instructions of emergency officials or command and evacuation personnel.

Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
If there are injuries, give first aid.
Do not attempt to move seriously injured people.
Call your prearranged family contact.
Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
Keep a radio on for information and updates.
Report all injuries and hazards to your supervisor or an emergency official
Site emergency personnel will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency personnel will assume control of the situation until emergency officials arrive.
If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.
Assist handicapped persons and anyone with manageable injuries.
Do not attempt to move anyone who is severely injured.
DO NOT run, use elevators, or close doors behind you.
DO NOT smoke, light matches or activate any equipment or electrical switches.
STAY AWAY from any structures, debris or utility lines.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
Report attendance and injuries to command personnel.
Assemble with your division in the designated area and remain there until instructed otherwise.
Do not attempt to reenter the building until it has been officially declared safe.
Keep radios on for information and updates.
If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.
In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so.
Keep a radio on for information and updates.

Disorderly Conduct
Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.
If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCKDOWN procedure.)

Earthquake
If you are inside,
Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
Drop to the floor and, if possible, crawl under a sturdy table or desk.If not possible, stand in a corner or against a solid wall.
Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
Do not move or evacuate the building unless instructed to do so by emergency personnel.
If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.
Assist handicapped persons and anyone with manageable injuries.
Do not attempt to move anyone who is severely injured.
Take your purse or wallet you. Do not take time to collect all belongings or to shut down computers.
DO NOT run, use elevators, or close doors behind you.
DO NOT smoke, light matches or activate any equipment or electrical switches.
STAY AWAY from any structures, debris or utility lines.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
Report attendance and injuries to command personnel.
Assemble with your division in the designated area and remain there until instructed otherwise.

Do not attempt to reenter the building until it has been officially declared safe.
Be prepared for after shocks.
Keep a radio on for information and updates.
If you are outside,
Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
Stay low, close eyes, and cover ears and head with forearms.
Do not enter buildings until they have been officially declared safe.
Be prepared for after shocks.
Keep a radio on for information and updates.

Explosion or Risk Of Explosion

Fire in Surrounding Area
If you smell smoke or see flames,assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911and be prepared to:
State the nature of the emergency.
State your name and a phone number at your location.
State the building address and room number or area of the building.
Remain on the phone until told to hang up.
Ask someone to meet emergency officials at the street.
Use the fire extinguisher nearest you, if personal safety permits.
Use nearest designated evacuation route exit and assembly area unless otherwise instructed.
If smoke is present, stay close to the floor.
Cover your mouth and nose with a wet cloth.
Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
Close doors behind you as you exit. Do not use elevators.
Hold handrails. If no broken glass, remove high heels to avoid tripping.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
After exit, quickly assemble in an area away from the exit door and any emergency operations.
Report attendance and injuries to command personnel.
Do not return to the building until you are instructed to do so.
Keep building entrances and access roads clear for emergency personnel and vehicles.
If evacuation is not possible:
Put closed doors between yourself and the smoke and heat.
Stay close to the floor.
Cover your mouth and nose with a wet cloth.
Seal cracks around windows and doors.
If you are in a wildland fire area,
Be aware of the environment which contributes to wildland fires: dense foliage, heat, dry conditions and wind.
Learn alternate evacuation routes and be prepared to evacuate quickly.
Heed official warnings and instructions from radio and television announcements, the National Weather Service, and law enforcement or fire personnel.

Fire on School Grounds
If you smell smoke or see flames,assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911and be prepared to:
State the nature of the emergency.
State your name and a phone number at your location.
State the building address and room number or area of the building.

Remain on the phone until told to hang up.
Ask someone to meet emergency officials at the street.
Use the fire extinguisher nearest you, if personal safety permits.
Use nearest designated evacuation route exit and assembly area unless otherwise instructed.
If smoke is present, stay close to the floor.
Cover your mouth and nose with a wet cloth.
Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
Close doors behind you as you exit. Do not use elevators.
Hold handrails. If no broken glass, remove high heels to avoid tripping.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
After exit, quickly assemble in an area away from the exit door and any emergency operations.
Report attendance and injuries to command personnel.
Do not return to the building until you are instructed to do so.
Keep building entrances and access roads clear for emergency personnel and vehicles.
If evacuation is not possible:
Put closed doors between yourself and the smoke and heat.
Stay close to the floor.
Cover your mouth and nose with a wet cloth.
Seal cracks around windows and doors.

Flooding
Remain calm.
Seek higher ground or avoid flooded areas.
Contact a supervisor immediately.

Loss or Failure Of Utilities
During power outage,
Use public or cell phones to communicate.
Shut down computers. (It is advisable to back up computer files at least weekly.)
Emergency lights are powered in specified areas for ninety minutes.
Flashlights are located in strategic areas and in the office of the Site Liaison.
Any electronic gates can be opened or closed manually by the use of hand cranks. Only people trained to do this should attempt it. Contact Facilities staff.
For suspected or actual utility break or water/gas leak,
Evacuate the immediate area.
Do not touch fallen wires.
Check circuit breakers, pilot lights and other potential sources of the problem.
Do not return to the area until instructed to do so.

Motor Vehicle Crash
During a motor vehicle crash:
Bring the vehicle to a safe stop along the road or open area. Set the brake.
Avoid stopping under or near overpasses, wires, high structures or anything that could fall.
Stay inside the vehicle.
Tune to a radio emergency station for information and updates.
During severe weather:
Turn on headlights and windshield wipers.
Adjust speed to ensure you can control the vehicle.
If you cannot see or cannot control your vehicle, pull off highway to safe area or underpass.
Stay inside the vehicle.
Avoid crossing standing water that may be deep enough to kill the engine or sweep you away.
Tune to a radio emergency station for information and updates.
In the event of an automobile accident:
Stop immediately and take all necessary precautions to prevent further accidents at the scene.
Send for help. Don’t leave the accident scene. Seek necessary medical assistance. Ask a passing

motorist or some other person to call 911.
Render all reasonable assistance to injured persons. Movement of injured person should not be undertaken if likely to cause further injury.
Get names of witnesses.
Exchange drivers license, automobile license and insurance information with the other party.
Obtain the names and contact information of passengers and witnesses.
Note the location and circumstances of the accident.
Do not make a statement of any kind to anyone other than to your insurance claims representative and the police.
If the accident occurred in a district vehicle or while driving a rental or personal car on district business, report the incident to as soon as possible and notify your supervisor.

Pandemic
In the event of a pandemic, like flu or COVID 19, prevention and planning are key.

Follow district and health care agency guidelines.

-Address key prevention strategies in your emergency operations plan
-Promote the daily practice of everyday preventive actions at all times.
-Provide flu-prevention supplies in your school. Have supplies on hand for staff and students, such as soap, hand sanitizer with at least 60% alcohol, tissues, trash baskets, and facemasks.
-Plan for staff and student absences.
-Develop a method for tracking staff and student absences.
-Identify space that can be used to separate sick people.
-Plan ways to increase the space between people.
-Review your process for planning school events.

If necessary and/or required, school may move to virtual or hybrid learning models.

Please see attached COVID guidelines and plans.
*Plan has been put in place for pandemic and has been followed since March 2020 to current day.

Psychological Trauma
Remain calm.
Contact a supervisor to report the trauma.

Suspected Contamination of Food or Water

For hazardous materials or chemical spill,
Stay away from the hazard source. Do not touch or step in any of the material.
Do not eat or drink anything; it may be contaminated.
Isolate any individuals that may have become contaminated.
Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency personnel.
If evacuation is indicated,
Proceed uphill, upstream or upwind of the material, fumes or smoke.
Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
Quickly assemble in an area away from the exit door and any emergency operations.
Do not return to the building unless instructed to do so.
Dial 911 as soon as possible and report the incident to and/or supervisor

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCKDOWN procedure.)

Emergency Evacuation Map

