

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Sonoma Charter School
CDS Code: 49709536111678
District: Sonoma Valley Unified
Address: 17202 Sonoma Hwy.
Sonoma, CA , 95476-3667
Date of Adoption: May 13, 2025

Date of Update:

Date of Review:

- with Staff May 7, 2025
- with Law Enforcement
- with Fire Authority

Approved by:

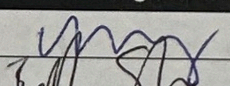
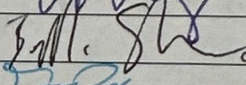
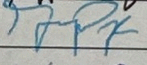
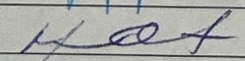
Name	Title	Signature	Date
Mary Reynolds	Principal/Superintendent		5/7/2025
Belli Skinner	Board President		5/7/2025
Jason Page	Teacher		5/7/2025
Paloma Quintero	Office Manager		5/7/2025

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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 of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 17202 Sonoma Highway, Sonoma CA 95476.

Safety Plan Vision

At Sonoma Charter School, we are committed to fostering a safe, supportive, and inclusive learning environment where every student, staff member, and visitor feels secure, valued, and respected. Our vision for school safety encompasses physical, emotional, and psychological well-being, ensuring that our campus is a place where students from transitional kindergarten through eighth grade can thrive and reach their full potential.

We believe that a proactive and comprehensive safety plan is foundational to student success. Our vision is to implement a multi-layered approach that includes prevention, preparedness, response, and recovery, guided by current best practices and in alignment with state and district guidelines.

Through collaboration with families, community partners, and public safety agencies, we strive to:

Prevent harm by promoting positive behavior supports, mental health awareness, and a culture of respect and inclusivity.

Prepare all stakeholders through regular training, drills, and education about safety protocols.

Respond effectively to emergencies with clear procedures and trained personnel.

Recover quickly and compassionately to restore learning and emotional stability in the aftermath of any incident.

By prioritizing open communication, student voice, and continuous improvement, we aim to create a learning environment where students feel confident to explore, learn, and grow—knowing their safety and well-being are at the heart of everything we do.

Components of the Comprehensive School Safety Plan (EC 32281)

Sonoma Charter School Safety Committee

Mary Reynolds, Principal/Superintendent

Jason Page, Cluster 3 Teacher

Brittany Jones, Cluster 2 Teacher

Angela Thibault, Cluster 1 Teacher

Paloma Quintero, Office Manager

Christine Velarde, Student Supervisor

Assessment of School Safety

1. Physical Safety and Campus Security

Strengths:

Controlled access to campus with locked perimeter gates during instructional hours.

Visitor check-in/check-out system with identification requirements.

Regularly maintained facilities, including lighting, signage, and fencing.

staff ID badges and ensure visible campus supervision.

Areas for Improvement:

Need for updated classroom door locking mechanisms and updated communication devices.

2. Emergency Preparedness

Strengths:

School conducts regular drills for fire, earthquake, lockdown, and shelter-in-place scenarios.

Emergency supplies are stocked and periodically checked.

Staff receive annual emergency response training.

Areas for Improvement:

Some new staff members are unfamiliar with procedures.

Communication tools (e.g., PA system or radios) need upgrades for reliability.

3. Social-Emotional and Behavioral Safety

Strengths:

Implementation of a Positive Behavior Interventions and Supports (PBIS) framework.

Access to counseling and social-emotional learning (SEL) curriculum.

Clear discipline procedures that emphasize restorative practices.

Areas for Improvement:

Increased need for mental health services and behavior intervention support.

Limited peer conflict resolution programs in upper grades.

4. Cyber Safety and Digital Citizenship

Strengths:

Content filters and firewalls are in place on student devices.

Digital citizenship lessons incorporated into classroom instruction.

Areas for Improvement:

Limited parent engagement around online safety topics.

5. Community Engagement and Communication

Strengths:

Strong relationships with local police and fire departments.

Communication systems in place for emergency alerts and parent updates.

Areas for Improvement:

Some families are not receiving communications due to language or tech barriers.

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

1. Physical Safety and Campus Security

Controlled Campus Access: All exterior gates are locked during instructional hours. Visitors must check in through the main office and wear visitor badges while on campus.

2. Emergency Preparedness and Response

Emergency Drills and Training: Regularly scheduled fire, earthquake, lockdown, and shelter-in-place drills help students and staff practice how to respond in various emergency situations.

3. Behavioral and Emotional Safety Programs

Positive Behavior Interventions and Supports (PBIS): School-wide expectations are taught, reinforced, and rewarded to promote a safe and respectful environment.

4. Cyber Safety and Responsible Technology Use

Digital Citizenship Instruction: Lessons on cyberbullying, online privacy, and responsible internet use are integrated into classroom instruction using resources like Common Sense Media.

5. Community and Family Engagement

Safety Committees and Parent Involvement: Parents are invited to participate in LCAP, ELAC and PTA/CCC meetings to provide input and stay informed on safety issues.

6. Professional Development and Staff Training

Annual Safety Training: All staff receive annual training on mandated reporting, crisis intervention, de-escalation strategies, and emergency response protocols.

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

All school employees, including teachers, administrators, counselors, classified staff, and volunteers, who have regular contact with students are considered mandated reporters. A report must be made immediately or as soon as practically possible by phone when a staff member has knowledge of, or reasonably suspects a student has been: Physically abused, sexually abused or exploited, neglected, willfully harmed or endangered, and/or subject to emotional abuse. Internal School Procedures: Notify the Principal or Site Administrator that a report has been made. Mandated reporters who fail to report suspected abuse or neglect may face criminal charges, including fines and jail time, as well as disciplinary action by the school. All staff receive annual training on mandated reporting obligations. Additional resources and guidance are available from: Site administrator and school counselor.

Step 1: Call the Appropriate Agency Immediately

Call Sonoma County Child Protective Services (CPS) or local law enforcement. In an emergency, call 911.

1202 Apollo Way, Santa Rosa, CA 95407

Phone: (707) 565-4300

Step 2: File a Written Report

Complete the Suspected Child Abuse Report (SCAR) – Form SS 8572 and submit it to the agency. Form is available online or in the school office.

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

Disaster Plan (See Appendix C-F)

This Disaster Plan and Procedures addresses the following potential emergencies:

Earthquakes, Fires (including wildfires), Floods or severe storms, Power outages or utility failures, Hazardous material spills, Lockdowns (active threat, police activity nearby), Shelter-in-place events (air quality, environmental hazard), Evacuations (on- or off-site).

Preparedness Measures

Emergency Supplies:

Each classroom is equipped with a “Go Bag” containing basic first aid supplies, student rosters, flashlights, and emergency procedures. Central storage includes water, non-perishable food, radios, and sanitation items for up to 72 hours.

Drills:

Regular drills are held throughout the year, including: Monthly fire drills, Earthquake “Drop, Cover, and Hold On” drills, bi-annual lockdown and shelter-in-place drills, evacuation route rehearsals.

Staff Training:

All staff receive annual training in emergency response procedures, first aid, CPR (if applicable), and how to support students during disasters. Staff are assigned specific roles as part of the School Emergency Response Team.

Roles and Responsibilities

Incident Commander (Principal):

Oversees emergency response, makes final decisions, and communicates with district and emergency services.

Operations Chief (Assistant Principal or Designee):

Manages logistics of response operations, such as student release, campus security, and resource deployment.

Section Teams:

Search and Rescue: Locates and evacuates students or staff from buildings after an earthquake or similar event.

First Aid/Medical: Provides on-site medical care and records injuries.

Student Supervision: Maintains order and supervision in assembly or holding areas.

Reunification: Manages student release to parents/guardians using emergency cards and identification procedures.

Communications: Maintains internal communication and updates families using district-approved platforms.

Safety and Security: Monitors site security and controls access to campus.

Response Procedures

A. Earthquake

All individuals: “Drop, Cover, and Hold On” until shaking stops. Evacuate buildings when safe, using designated routes. Assemble at emergency staging areas. Search and Rescue team checks buildings; First Aid team assesses injuries.

B. Fire

Sound alarm and call 911. Evacuate the building immediately via the nearest safe exit. Teachers bring rosters and account for students at the assembly point. Do not re-enter until cleared by fire officials.

C. Lockdown (Active Threat)

Announce “Lockdown” over phones and walkie talkie system. Lock doors, turn off lights, remain silent and out of sight. Await all-clear from law enforcement or administration.

D. Shelter-in-Place

Close windows, seal doors (if needed), and stay indoors. Continue instruction if safe to do so. Wait for all-clear notification from authorities.

E. Evacuation

Use predetermined evacuation routes. If off-site evacuation is necessary, transport students to designated relocation site.

Adaptations for Students with Disabilities

Individualized Emergency Planning

Individualized Education Programs (IEPs) and 504 Plans include emergency preparedness considerations and accommodations as needed. Individual Emergency Evacuation Plans (IEEPs) are developed for students who require specialized assistance during evacuations or lockdowns. Plans are created in collaboration with special education staff, families, and, when appropriate, the student. All staff working with students with disabilities are trained on how to assist those students during emergency drills and actual incidents. Designated support personnel are assigned to assist students requiring one-on-one help, including during evacuations, lockdowns, or shelter-in-place scenarios. Evacuation routes are evaluated for ADA compliance, ensuring accessible paths for students with mobility devices (e.g., wheelchairs, walkers). Where necessary, evacuation chairs or other assistive devices are available for students unable to use stairs. Visual schedules, social stories, and other visual supports are used to prepare students for drills and emergency changes to routine. For students with limited verbal communication, alternative communication methods (e.g., AAC devices, picture cards) are integrated into emergency planning. Drills are modified for students who may be triggered by alarms, loud noises, or unexpected disruptions, using advanced notice, or adjusted participation levels. Mental health staff and paraprofessionals are trained to provide emotional support before, during, and after drills or real incidents. Families of students with disabilities are involved in the development of safety adaptations and notified in advance of drills. Emergency contact information and health alerts are updated regularly and accessible to appropriate staff.

Public Agency Use of School Buildings for Emergency Shelters

In accordance with state law and district policy, Sonoma Charter School acknowledges its role as a public facility that may be utilized by local, state, or federal agencies for emergency shelter purposes in the event of a natural disaster, public safety emergency, or other declared crisis. As part of our commitment to community safety and preparedness, Sonoma Charter School supports coordination with emergency response agencies such as the American Red Cross, local law enforcement, fire departments, and emergency management services. In an emergency, school buildings and grounds may be temporarily repurposed to serve as:

Evacuation centers

Mass care shelters

Distribution points for food, water, or supplies

First responder staging areas

School facilities will be made available only after proper coordination with school leadership and verification that student safety and school operations will not be compromised. The school will cooperate fully with public agencies, ensuring that any such use: Complies with safety, sanitation, and accessibility standards; preserves the security and integrity of school property; and supports a timely return to educational operations once the emergency has passed. Designated points of contact within the school and emergency management agencies will work collaboratively to manage logistics, facility access, and communication with school families as needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or recommended for expulsion for engaging in any of the following acts while on school grounds, at a school activity (on or off campus), while going to or coming from school, or during school-sponsored events:

1. General Grounds (§48900)

Caused, attempted to cause, or threatened to cause physical injury to another person.

Possessed, sold, or furnished a weapon, explosive, or dangerous object.

Unlawfully possessed, used, sold, or furnished a controlled substance, alcohol, or intoxicant.

Committed or attempted robbery or extortion.

Damaged or stolen school or private property.

Possessed or used tobacco or nicotine products.

Engaged in habitual profanity or vulgarity.

Disrupted school activities or defied school personnel.

Committed an obscene act or engaged in sexual harassment (grades 4–8).

Intentionally engaged in harassment, threats, or intimidation that disrupts learning or creates a hostile environment.

Engaged in bullying, including cyberbullying.

2. Additional Grounds (§48900.2–48900.7)

Sexual harassment (grades 4–8).

Hate violence (grades 4–8).

Harassment, threats, or intimidation that interferes with educational performance.

Terroristic threats against school officials or property.

Aiding or abetting the infliction of physical injury.

II. Suspension Procedures

A. Pre-Suspension Process

The student shall be informed of the reason for the suspension and given an opportunity to attend a re-entry to school meeting with their parent or guardian.

Suspension shall only be imposed by the principal or designee.

Parent/guardian shall be notified by phone and in writing.

Suspension may not exceed 5 consecutive school days and no more than 20 days in a school year without further review.

B. In-School Suspension

In lieu of out-of-school suspension, students may be assigned to supervised in-school suspension or intervention programs that provide academic and behavioral support.

C. Documentation

A record of each suspension, including the reason and duration, will be maintained in the student's discipline file.

III. Expulsion Guidelines

A student may be recommended for expulsion only after other interventions have failed or if the behavior involves serious threats to school safety.

A. Discretionary Expulsion (§48915(a))

Expulsion may be recommended for:

Serious physical injury to another person (excluding self-defense)

Possession of any knife, explosive, or dangerous object

Unlawful possession of drugs (except first-time possession of less than one ounce of marijuana)

Robbery or extortion

Assault or battery on school personnel

B. Mandatory Expulsion (§48915(c))

Expulsion must be recommended and a hearing held for:

Possession of a firearm

Brandishing a knife at another person

Sale of a controlled substance

Sexual assault or battery

Possession of an explosive

IV. Expulsion Procedures

Investigation and Recommendation: Principal investigates and submits written recommendation to the district.

Notice to Parents: Written notice provided to parent/guardian at least 10 calendar days before the expulsion hearing.

Expulsion Hearing: Conducted by district's governing board or hearing panel. The student has the right to representation, present evidence, and question witnesses.

Decision and Appeal: The governing board issues a written decision. Parent/guardian may appeal to the County Board of Education within 30 days.

V. Students with Disabilities (IDEA / Section 504)

Disciplinary action for students with disabilities must comply with federal and state special education laws:

A Manifestation Determination Review (MDR) must occur before any suspension beyond 10 days or an expulsion recommendation.

Students with IEPs or 504 Plans may not be disciplined for behavior directly related to their disability unless proper procedures are followed.

Alternative educational services must continue during any exclusion from school.

VI. Alternatives to Suspension and Expulsion

Before resorting to suspension or expulsion, [School Name] will consider the use of supportive interventions, including:

Restorative practices and mediation

Positive Behavior Interventions and Supports (PBIS)

Behavior contracts or check-in/check-out systems

Referral to counseling or mental health services

Parent conferences and increased supervision

In-school alternatives or peer mentoring

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

To ensure the safety of students and staff, Sonoma Charter School complies with California Education Code §49079, which requires that teachers be informed in writing when a student has engaged in, or is reasonably suspected of having engaged in, any of the acts described in Education Code §§ 48900 or 48915 (related to suspension or expellable offenses).

Notification Requirements: The principal or designee shall notify all teachers who are scheduled to teach or supervise the student during the current school year. Notification must take place as soon as possible, but no later than 10 school days after the school becomes aware of the student's qualifying behavior. Teachers will be informed that the student has violated one or more of the provisions under Ed Code §48900 or §48915. Specific details of the incident may be shared only as necessary to protect safety and support student management.

Notification Process: Notification is documented using a secure "Teacher Notification of Dangerous Pupil" form. This record is kept in a confidential log in the principal's office and is not placed in the student's cumulative file. **Confidentiality:** Teachers are legally required to maintain strict confidentiality regarding the information disclosed. The information may not be shared with other staff, students, or parents, except as required for safety or behavioral intervention purposes.

Teacher Acknowledgment: Teachers receiving notice must sign a confidentiality acknowledgment form. A copy is maintained by administration as proof of compliance with EC §49079.

Duration of Notification: The notification remains in effect for the duration of the school year in which the behavior occurred. At the end of each school year, all related teacher notifications will be archived or destroyed according to district policy and confidentiality laws.

Coordination with Behavior Support Plans: For students with IEPs or 504 Plans, the school administrator will coordinate with the special education team to ensure the notification process supports, and does not conflict with, the student's behavior intervention plan or legal protections.

Staff Training: All teachers and administrators will be trained annually on: The requirements of EC §49079. The proper handling of sensitive behavioral information. Legal and ethical obligations to maintain confidentiality.

These procedures ensure that teachers are appropriately informed of potential safety concerns while upholding the rights and dignity of all students. By following a structured and confidential process, Sonoma Charter School promotes a safe learning environment for students and staff.

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

Sexual harassment is unwelcome sexual conduct that negatively impacts a student's academic performance, emotional well-being, or ability to participate in school activities. Harassment may be verbal, visual, physical, or digital and may occur between students, staff, or others on campus.

According to Education Code §212.5, sexual harassment includes, but is not limited to: Unwelcome sexual advances, requests for sexual favors, lewd or sexually suggestive comments, jokes, or gestures, spreading sexual rumors, displaying sexually explicit materials or drawings, touching, grabbing, or pinching in a sexual way, harassing behavior via texts, emails, or social media.

Prohibited Conduct

Sexual harassment is strictly prohibited: On school grounds, While going to or coming from school, During school-sponsored activities (on or off campus). Through school-connected platforms or devices. Via digital communications (cyber harassment).

Reporting Procedures

Students or staff who believe they have been subjected to sexual harassment—or who witness such conduct—should report the behavior immediately to any of the following:

Classroom teacher
Principal
School counselor

Reports can be verbal or written, and anonymous reports will be accepted to the extent possible.

School Response and Investigation

Upon receiving a complaint: Immediate Action: The school will take steps to stop the behavior, protect the victim, and prevent retaliation.

Investigation: The principal or designee will investigate promptly and impartially.

All involved parties will be interviewed confidentially.
A written summary will be maintained.

Resolution: If harassment is substantiated, appropriate disciplinary action will be taken. Actions may include counseling, warnings, behavior contracts, suspension, or, in serious cases, referral for expulsion. Support services will be offered to the victim, including counseling or schedule adjustments.

Protections Against Retaliation: Retaliation against any individual who reports harassment or participates in an investigation is strictly prohibited and will result in disciplinary action.

Parent/Guardian Notification: Parents/guardians will be informed of the school's sexual harassment policy annually.

If a student is involved in a harassment complaint (either as complainant or alleged perpetrator), parents will be notified in accordance with privacy laws.

Age-Appropriate Education

Sonoma Charter School provides developmentally appropriate instruction on: Respectful behavior. Personal boundaries. How to report inappropriate conduct. The importance of speaking up. Instruction is delivered in a sensitive and age-appropriate manner in accordance with state standards (e.g., Health Education Framework).

Policy Review and Training: All school employees receive annual training on recognizing and addressing sexual harassment.

The sexual harassment policy is reviewed regularly and revised as necessary to stay in compliance with state and federal law.

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

For safety reasons, shoes must be worn at all times and must be appropriate for school activities, including PE. Any clothing (including hats and masks) that represents gangs, drugs, alcohol, tobacco, guns, or violence, is sexually explicit or suggestive, uses profane or abusive language, or debases and/or exploits a group is not allowed. Hats and Hoods on Hooded Sweatshirts "Hoodies" are not to be worn inside classrooms. No showing of midriff or underwear. All shorts must be at fingertip length. This includes athletic/sport shorts. Short shorts must be layered with a longer garment underneath. Short skirts and dresses must have some type of shorts or leggings underneath them. If a student violates the dress code, he/she may be asked to change clothes or may be sent home for the remainder of the day. Repeated dress code violations could result in further disciplinary action.

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

To ensure the safe, orderly, and efficient movement of students, parents, and staff during arrival and dismissal times, Sonoma Charter School has implemented the following procedures for ingress (arrival) and egress (departure). These procedures aim to reduce congestion, prevent accidents, and maintain a secure school environment.

General Guidelines

School grounds open to students at 8:00am. Supervision is provided during arrival and dismissal by school staff and/or safety personnel. Entry and exit points are clearly marked, monitored, and limited to designated gates or doors. No student is allowed to leave campus during school hours without prior approval from a parent/guardian and office check-out procedures.

Ingress (Arrival Procedures)

Vehicle Drop-Off Zone: Designated student drop-off zone is located at the parking loop at the front of the school. Drivers must pull forward in the lane, remain in their vehicles, and follow staff direction. Students exit vehicles only on the curbside for safety.

Walkers and Bicyclists: Students walking or biking to school must use designated crosswalks and sidewalks. Bicycle racks are available near the MPR and bikes must be walked while on campus. Helmets are required for all students riding bicycles or scooters.

Egress (Dismissal Procedures)

Parent Pick-Up: Students are released to the designated pick-up area at the parking loop. Students are released only to authorized adults listed on the emergency contact form. Staff supervise pick-up lines and ensure an orderly and timely dismissal.

Walkers and Bicyclists: Students exit via designated pedestrian gates. Students are reminded of crosswalk and traffic safety expectations.

Bus Dismissal: Bus riders report directly to the bus loading zone under staff supervision. Staff ensure proper boarding and maintain student order.

Staff Supervision

Assigned staff monitor all ingress and egress areas, including parking lots, gates, sidewalks, and bus zones. Staff wear safety vests or identifying gear during supervision periods. Any unsafe behavior or traffic violations are reported to administration immediately.

Traffic Safety Measures

Speed limit signs, cones, and safety markers are posted during arrival and dismissal. No parking zones are enforced to keep emergency access clear. Collaboration with local law enforcement and crossing guards is maintained to assist with traffic flow and pedestrian safety.

Emergency Ingress/Egress Considerations: All gates and access points are reviewed for emergency vehicle access. In the event of a fire, lockdown, or evacuation, designated routes for ingress and egress are followed per the school's emergency plan. Parents will be directed to reunification sites if campus access is restricted during an emergency.

Communication: Arrival and dismissal procedures are communicated to families at the beginning of each school year and reviewed periodically. Maps, diagrams, and expectations are shared via newsletters, emails, and the school website.

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

Component:

Safe School Culture and Climate

Element:

Positive Behavioral Support Systems (PBIS)

Opportunity for Improvement:

Decrease referrals and detentions.

Objectives	Action Steps	Resources	Lead Person	Evaluation
School-wide PBIS framework implemented to teach, model, and reinforce expected behaviors.	SEL curriculum taught at all grade levels using age-appropriate programs (e.g., Second Step, Zones of Regulation).	Second Step, Toolbox, Character Strong	Principal	Decrease in negative behaviors.
Clearly posted expectations across campus: Respectful, Responsible, Safe.	Morning meetings, SEL check-ins, and used in classrooms.		All staff	Decrease in negative behaviors.
Staff trained to use restorative and proactive discipline practices.	Teachers integrate empathy, self-regulation, and conflict resolution instruction weekly.		Principal	
Recognition systems in place for positive behavior (e.g., awards, shout-outs, incentives).	Students receive Scholar Dollars for demonstrating expected behaviors.	Scholar Dollar Form	All staff	

Component:

Campus Supervision and Security

Element:

Ensure all staff is prepared for all emergencies.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Clearly scheduled supervision before school, at recess/lunch, and during dismissal.	Discuss supervision expectations at staff meetings.	PBIS	Principal	
All visitors must check in at the front office and wear visitor badges.	Communicate expectations to parents.		School Secretary	
School entry points are monitored and locked during instructional hours.	Check campus throughout the day.		Student Supervisor	
Staff trained on protocols for suspicious individuals or unauthorized entry.	Beginning of year professional development.	RESIG	Office Manager	

Component:

Emergency Preparedness and Safety Drills

Element:**Opportunity for Improvement:**

Add lock blocks to doors.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Regular fire, earthquake, lockdown, and evacuation drills held and documented.	Provide staff with dates at the beginning of the school year.		Principal	
Emergency plans reviewed annually and updated as needed.	Review plans at staff meeting and parent meetings.		Principal	
Emergency supplies maintained in each classroom and main campus areas.	Check supplies at the beginning of each school year.	School budget expenditure.	Office Manager	

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

Sonoma Charter School Student Conduct Code

Research is demonstrating that schools make greater academic gains when they simultaneously build a school-wide, positive social culture. The goal of our PBIS program is to create a social culture in our school that will encourage positive behaviors and interactions, while discouraging negative behaviors. This social culture will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of this approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and re-teaching them when they do not.

Use of Effective Practices: 5 components:

1. DEFINE- clear and concise definition of behavior expectations
2. TEACH- direct teaching of behavior expectations
3. REMIND- daily reminders & supervision
4. CELEBRATE- consistent acknowledgement of the expected behaviors
5. CORRECT- reteach the expected behaviors as needed

Use of Data:

1. Continuous review of information/data regarding student behavior
2. Asking specific questions of the data- what, where, when, who, why, how often- to help guide school-wide intervention

Use of Systems of Support:

1. Some students will require more support/intervention to be successful in our social culture
2. This additional support is organized through three tiers of support:

Tier #1 School-wide support

Tier #2 Targeted (may be small groups)

Tier #3 More individualized support

Conduct Code Procedures

Progressive Discipline

When students are unable to follow the rules, the following steps will be implemented by the classroom teacher OR the attending adult. Teachers may need to progress through these steps more quickly if the behavior is more significant.

Actions by Teacher

Step 1: Talk with the student. Verbal reminder to the student of the expected appropriate behaviors. Reteach the expected behavior(s). Redirect the student to the task at hand.

Step 2: Verbal reminder to the student of the expected appropriate behaviors. Student may be asked to complete a reflection sheet.

Consequences applied by teacher

Step 3: Verbal reminder to the student of the expected appropriate behaviors. Consequences applied by teacher. Home contact made by the teacher.

Step 4: Move directly to Step #1 of the Major Offenses* referral process.

*Persistent defiance, significant disruption of class, persistent bullying or harassment, violations of privacy, unsafe behavior etc.

Actions by Administration in case of a Major Offense. The Administrator may progress through these steps more quickly if the behavior is more significant.

Step 1: Administrator talks with the student(s) and with the staff members involved. Administrator contacts the parents/guardians to discuss the concerns, review the expectations, talk about how all parties will ensure that the student is demonstrating expected behaviors, and any disciplinary actions or loss of privileges.

Step 2: Administrator meets with the student(s) and staff members involved. Administrator meets with the parents/guardians and the student(s) to discuss the concerns and the expected behaviors, review the previous supports and disciplinary actions that were put into action, and decide on the next steps. Student may experience an increased loss of privileges. The administrator may develop a behavior agreement for the student(s).

Step 3: Disciplinary consequence: In/Out school suspension

Step 4: Re-entry to school: The student may be required to write an apology to the offended parties before the student is permitted to return to school. The student will meet with the administrator prior to re-entry to classroom to review the expected behaviors and the agreements that are in place to ensure the safety of all students.

If on-going disruptive behaviors are not resolved through the above process, a referral will be made by the Teacher to the Student Study Team (SST), counseling, and/or more intensive services.

(K) Hate Crime Reporting Procedures and Policies

A hate crime is a criminal act committed against a person, group, or property that is motivated, in whole or in part, by the victim's actual or perceived: Race or ethnicity, National origin, Religion, Gender or gender identity, Sexual orientation, Disability. Examples may include: threats, vandalism, assault, or verbal harassment that meets the legal criteria of a crime and includes bias motivation.

Hate-Motivated Incident (Non-Criminal): A hate-motivated incident is behavior motivated by bias or prejudice that may not rise to the level of a criminal offense but is still harmful to the school climate. These include slurs, exclusionary acts, graffiti, or name-calling based on a protected characteristic.

Reporting Procedures

Who Can Report: Any student, staff member, parent, or visitor may report a suspected hate crime or hate-motivated incident.

How to Report: Verbally to a teacher, principal, school counselor, or other trusted adult. In writing, using a school incident report form. Anonymously via school/district anonymous reporting system.

Mandated Reporting: School staff are required to immediately report any suspected hate crime or incident to the principal or site administrator.

School Response Protocol

1. Immediate Safety Measures

Ensure the immediate physical and emotional safety of the targeted individual(s). Separate involved students if necessary.

2. Investigation

The principal or designee will promptly investigate all reported hate crimes/incidents. Statements will be taken from all involved parties, and relevant evidence (e.g., graffiti, text messages) will be reviewed.

3. Notification and Law Enforcement Involvement

If a criminal act is suspected, the school will immediately notify local law enforcement. Parents/guardians of all students involved will be notified.

4. Discipline and Corrective Action

If the report is substantiated, appropriate disciplinary measures will be taken in accordance with Education Code and district policy. Hate crimes may result in suspension or recommendation for expulsion (Ed Code §48900.3). Non-criminal incidents may result in counseling, restorative practices, or conflict resolution.

5. Support for Victims and School Community

Counseling and emotional support will be offered to affected students. Restorative practices may be used to repair harm and educate students on diversity, inclusion, and mutual respect.

V. Staff Training and Student Education

All staff will receive annual training on identifying and responding to hate crimes and hate-motivated incidents. Students will receive age-appropriate instruction on diversity, tolerance, and how to report bullying or harassment. Posters, announcements, and class discussions will reinforce a culture of respect and inclusion.

VI. Documentation and Reporting

All reports and investigations of hate crimes/incidents will be documented and stored in a secure, confidential manner. Data will be reviewed by administration and shared with the district as required. Trends or repeated incidents will trigger a review of school climate policies and preventive strategies.

VII. Non-Retaliation Policy

Retaliation against anyone who reports or participates in the investigation of a hate crime or incident is strictly prohibited. Any retaliatory action will be met with disciplinary consequences.

(J) Procedures to Prepare for Active Shooters

Hard Lockdown

Announcement: “LOCKDOWN-LOCKDOWN. Your attention please, initiate lockdown procedures immediately and stand by for further instructions.”

RUN - HIDE - FIGHT

In rooms:

Shut and lock all doors and all windows, close blinds.

Barricade door.

Move all students and staff away from windows and stay low, below the window line. Spread out.

Keep lights on.

Keep calm and quiet.

Be prepared to fight (Mindset: Be the Survivor)

Yell, distract, attack

Remain in rooms until the “All Clear” signal is given or you are escorted out by first responders.

Outdoors:

“Run Like a Snake” - know where the threat is, run away from it, and know your escape route.

Run off campus - reunification spot at Sonoma Fit parking lot.

Keep hands visible for responding Law Enforcement.

If in immediate danger from gunfire, etc., instruct students to “Drop and Cover.” If it is safe, then lead students away from the shooting.

Hard Lockdown: The locking of all interior school doors as a result of a life-threatening event occurring inside the school, on school grounds, or immediately adjacent to the school, that has a high probability of moving onto school grounds. Exterior doors are also locked if the circumstances permit.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by electronic means, that has the effect of: Causing physical or emotional harm to a student or their property. Placing a student in reasonable fear of harm. Creating an intimidating, threatening, or abusive educational environment. Substantially disrupting the orderly operation of the school. Cyberbullying includes bullying that occurs through digital communication platforms such as: Text messages or email, Social media posts or direct messages, Websites or online forums, Gaming platforms or chat services.

Prevention Strategies

1. Positive School Climate Initiatives. Implementation of Positive Behavior Interventions and Supports (PBIS). Clear school-wide behavior expectations taught and reinforced regularly. School-wide anti-bullying campaigns and kindness weeks and assemblies.

2. Student Education: Age-appropriate classroom lessons on bullying, empathy, and digital citizenship. Curriculum includes identifying bullying, how to respond safely, and how to report incidents. Internet safety lessons taught regularly, including respecting others online.

3. Staff Training: All staff receive annual training on identifying, preventing, and responding to bullying and cyberbullying. Staff are trained to recognize early signs and intervene effectively and respectfully. Regular staff discussions to assess school climate and identify areas of concern.

Reporting Procedures

Who Can Report: Students, staff, parents, and community members may report suspected bullying. Reports may be made verbally, in writing, or anonymously (using school-provided forms)

How to Report: Directly to a teacher, counselor, or school administrator. Using a school bullying report form provided in the office.

Staff Duty to Report:

All staff members are required to immediately report any suspected bullying to the principal or designee.

School Response to Reports

1. **Investigation Process:** The administrator or designee will promptly investigate all reported incidents. All involved parties will be interviewed confidentially. Findings will be documented, and parents/guardians of all students involved will be notified.

2. **Intervention and Consequences:** Verified bullying will result in age-appropriate, progressive discipline in accordance with school and district policy. Interventions may include: behavior contracts, counseling, peer mediation, or suspension (in severe cases). Restorative practices will be used when appropriate to repair harm and rebuild relationships.

3. **Support for Victims:** Counseling and mental health support offered to targeted students. Ongoing monitoring to ensure retaliation does not occur. Schedule or supervision changes made if necessary to ensure student safety.

Monitoring and Follow-Up: Administrator will check in with the student(s) involved to assess the effectiveness of the response. Repeated or unresolved bullying will trigger further intervention and may involve district-level support or law enforcement (if warranted).

Communication with Families: Parents are informed of bullying policies annually. All parties involved in a reported incident will be notified of the outcome (within confidentiality guidelines). Resources and reporting instructions are posted on the school website and provided in parent handbooks.

Prohibition of Retaliation: No student, staff member, or parent may be retaliated against for reporting bullying. Acts of retaliation will result in disciplinary action.

Opioid Prevention and Life-Saving Response Procedures

Age-Appropriate Instruction: Students in upper elementary and middle grades (typically grades 5–8) will receive age-appropriate instruction about the risks of prescription and illegal opioids. Instruction will be integrated into health education and focus on topics such as: The dangers of opioid misuse and fentanyl contamination, Understanding addiction and peer pressure, Recognizing signs of an overdose, How and when to seek help.

Parent/Guardian Engagement: Educational materials and resources will be provided to families to promote awareness of the opioid epidemic. Family nights or informational sessions may be offered in collaboration with public health agencies.

Staff Training: Select staff (e.g., school nurse, administrators, office staff, campus supervisors) will receive annual training on: Recognizing signs of opioid overdose (e.g., slowed breathing, unconsciousness, blue lips/fingernails). Proper storage and administration of naloxone. Emergency procedures and follow-up protocols.

Collaboration with Emergency Services: The school will maintain active coordination with local emergency medical services (EMS), law enforcement, and the district health office. EMS will be called immediately in the event of a suspected overdose.

Emergency Response Procedures

Recognizing an Overdose: If a student or staff member is suspected of experiencing an opioid overdose (e.g., unresponsive, shallow breathing, pinpoint pupils): Call 9-1-1 immediately, Notify school administration and the health office. A trained staff member will retrieve and administer naloxone (nasal spray preferred), Continue monitoring the individual and provide CPR if needed until EMS arrives.

Documentation and Notification: The incident will be documented according to district policy and reported to appropriate health authorities. Parent/guardian of the affected student will be notified immediately. A post-incident review will be conducted to improve future response.

Student Support and Intervention: Any student involved in an opioid-related emergency will be referred to appropriate counseling, mental health support, and substance abuse intervention services. A re-entry meeting may be held with the student and family to create a support and safety plan.

Confidentiality and Non-Punitive Approach: Students seeking help for themselves or others in a potential overdose situation will be treated with care and confidentiality, not punishment. The school's goal is to support recovery and well-being, not to criminalize or stigmatize substance use.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Dangerous, Violent, or Unlawful Activities include, but are not limited to: Physical altercations or fights, Possession of weapons or replica firearms, Threats of violence (verbal, written, or digital), Active shooter or intruder situations, Vandalism, arson, or theft, Possession or sale of illegal substances, Gang-related activity, Sexual assault or other criminal behavior.

Immediate Response Protocols

Staff Responsibilities (Upon Witnessing or Receiving a Report): Ensure immediate safety: Move students away from the threat if possible. Notify administration immediately (via intercom, phone, or runner). Do not attempt to physically intervene unless necessary to protect life and trained to do so. Complete an incident report as soon as possible after the situation is under control.

Administrator Responsibilities: Assess the threat level and determine the appropriate emergency protocol:

Lockdown: Used for active or immediate violent threat on or near campus.

Shelter-in-Place: Used for environmental threats or non-active danger nearby.

Evacuation: Used if building is unsafe due to fire, gas leak, or similar event.

Call 9-1-1 immediately for any criminal or life-threatening behavior.

Secure the scene and preserve evidence, if applicable. Communicate with district office and law enforcement. Activate school emergency communications plan (robocalls, emails, reunification procedures if needed).

Post-Incident Procedures

Parent/Guardian Notification: Parents of involved students will be contacted as soon as feasible. For school-wide incidents, information will be distributed via official channels (calls, texts, website). Only verified and appropriate information will be shared to avoid spreading misinformation.

Counseling and Support: Affected students and staff will be offered crisis counseling and emotional support. Group or individual debriefs may be arranged with school counselors or district mental health professionals.

Investigation and Disciplinary Action: The principal or designee will conduct or coordinate a full investigation. Student disciplinary actions will follow Education Code and district policy, including suspension or expulsion where appropriate. Law enforcement will handle all criminal matters.

Documentation: All dangerous incidents are documented in school incident logs and reported to the district. Required reporting to local law enforcement, Child Protective Services, or other agencies will be followed.

Prevention and Risk Assessment: Threat assessment teams may be convened to evaluate concerning behavior and implement early intervention plans. School staff are trained annually to recognize and report warning signs of violence, weapons possession, or threats. Student education includes social-emotional learning, digital citizenship, and conflict resolution strategies.

Coordination with Emergency Services and Law Enforcement: The school maintains current emergency contacts and collaborates with:

Local police and fire departments

Emergency medical services (EMS)
District safety and security personnel
Annual safety drills and tabletop exercises include violent intruder and lockdown response.

Non-Retaliation and Confidentiality: Retaliation against any student or staff member who reports dangerous or violent activity is strictly prohibited. The identity of individuals reporting incidents will be protected to the extent possible.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on May 7, 2025 and adopted by Sonoma Charter School on May 13, 2025 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, Sonoma Charter 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.

Unforeseen events that may impact communication include: Power outages or rolling blackouts, Internet or network failures, Structural damage to school buildings, Natural disasters (e.g., earthquakes, storms, wildfires), Loss of cell phone service or landline access.

Primary and Backup Communication Methods

A. Primary Communication Tools (When Functional): School website page. Email and SMS alerts via student information systems (e.g., Aeries, PowerSchool). Robocalls and mass notification system- Parent Square for timely updates.

B. Backup/Alternative Communication Strategies: Walkie-talkies for on-campus communication during power or phone outages. Hard copies of student contact information stored securely for manual outreach. Flyers or physical signage posted in predetermined public locations (e.g., libraries, community boards). Staff phone trees to distribute critical information if digital tools fail.

Preparation and Protocols: Staff are trained annually on emergency communication roles, including how to activate backup systems. The school maintains portable charging stations and battery-powered radios to ensure communication during outages. Communication protocols are rehearsed in drills and tabletop exercises, which include worst-case scenarios such as total communication failure.

Two-Way Communication with Families and Staff: Parents/guardians are encouraged to maintain updated contact information and download school communication app - Parent Square. If digital communication is unavailable, staff will rely on wellness checks, phone chains, or community liaisons to ensure outreach. Designated bilingual staff and interpreters are identified to ensure communication in home languages during emergencies.

Coordination with Emergency Agencies: Communication plans are aligned with local law enforcement, fire, and emergency management agencies, ensuring consistent messaging. The school will use county office support if site-based systems are compromised.

Support for Special Needs

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

Services will be delivered via teletherapy.

Access to Instruction

Timeline for Access to Instruction

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

As required, Sonoma Charter 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

Remote Instruction

Plans for remote instruction.

As required, Sonoma Charter 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.

This plan is activated in response to short- or long-term disruptions, including: Natural disasters (e.g., wildfires, earthquakes, floods). Public health emergencies (e.g., pandemics). Power outages or infrastructure failures. Campus safety threats or required evacuations. Temporary building closures due to repairs or hazards.

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.

Devices and Internet Access: Students in grades 1–8 will be provided with a school-issued device (e.g., Chromebook) as needed. TK–K students will receive developmentally appropriate tools or learning packets. The school will assist families lacking internet access by offering hotspots or referrals to community resources.

Printed Materials: For students with limited online access or in younger grades, printed packets and books may be distributed on a regular schedule. Materials will be available for pickup or delivered as needed.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Learning Platforms: Google Classroom, Seesaw, and Zoom will be used to deliver assignments, communications, and virtual

meetings. Teachers will be trained to use these tools effectively. Students and families will be given guidance and tutorials for accessing digital resources.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sonoma Charter 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:

In the event of an emergency or natural disaster that disrupts in-person learning and renders Sonoma Charter School temporarily or permanently inaccessible, the school is committed to ensuring that all students continue to have access to educational services without interruption.

Sonoma Charter School will provide proactive support to pupils and their families in the following ways:

Information and Guidance: School staff will communicate with families about available educational options, including nearby school districts, charter schools, or county office of education programs that can accommodate displaced students.

Enrollment Assistance: Administrative personnel will assist families with the paperwork, records transfer, and coordination necessary to enroll or temporarily reassign students to another educational setting.

Collaboration with Agencies: The school will coordinate with the Sonoma County Office of Education and surrounding districts to identify open seats and appropriate grade-level placements for affected students.

Transportation and Access: When feasible, the school will help identify transportation options or online learning resources to support continuity in education.

Ongoing Communication: Families will be kept informed throughout the process, and once Sonoma Charter School is able to reopen for in-person instruction, re-enrollment guidance will be provided to support a smooth return.

This student-first approach ensures that learning continues in a safe and supportive environment, even in the face of unexpected disruptions.

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.

Methods of Communication

Regular Communications (Non-Emergency)

Parents/Guardians: Email newsletters, school website, flyers, ParentSquare (or other app) - weekly.

Students: Classroom announcements, assemblies, homeroom messages - daily or as needed

Staff/Faculty: Staff meetings, email updates, internal memos - weekly and as needed

Emergency Communications

Phone calls (auto-dialer) Immediate notification of emergencies, closures, evacuations

Text alerts via Parent Square. Fast updates in urgent situations (e.g., lockdown, fire, earthquake)

Emails. Follow-up details, next steps, resources

School website & social media

Status updates, emergency instructions, resource links

Local media/radio. Broad communication during major regional incidents

Timelines for Emergency Communication

Initial Notification: Within 15 minutes of confirmation of an emergency situation. Follow-Up Updates: Every 30–60 minutes during active incidents or as new information becomes available. Post-Incident Summary: Within 24 hours, including a summary of actions taken and next steps for students and families.

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.

Students will have access to Chromebooks and internet to ensure learning is accessed.

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.

Academic Support and Intervention

To ensure all students have the opportunity to succeed, the following supports are provided:

1. Small Group or Individual Tutoring: Scheduled during the school day or in extended learning blocks. Delivered by teachers, instructional aides, or intervention specialists—virtually or in person.
2. Regular Check-Ins: Weekly or biweekly check-ins with students to monitor academic and emotional well-being. Counselors and advisors assist with goal-setting and time management.
3. Virtual Office Hours: Teachers hold dedicated times for one-on-one help, open questions, or reteaching via Zoom/Google Meet. Office hours are clearly posted and communicated to students and families.
4. Tiered Intervention Plans: Based on assessment data, students who fall behind are placed into Tier 2 or Tier 3 interventions, such as intensive support groups or individual learning plans. Coordination with special education, EL, and support staff ensures inclusive intervention strategies.

Family Engagement and Communication: Parents are informed of student progress through progress reports, parent-teacher conferences (virtual/in-person), and ongoing communication via email, phone, or messaging platforms. Families are provided with strategies to support learning at home, including translated resources and technical assistance.

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.

Access to Devices and Internet: Every student is provided with a school-issued device (e.g., Chromebook or tablet) for use in school and at home. The school and district offer Wi-Fi hotspots or assistance with internet service to families who lack reliable connectivity. Technical support is available through help desk services, multilingual tech guides, and community tech support events.

Accessible Learning Materials: Instructional content is delivered in multiple formats (digital, print, audio, visual) to meet the needs of diverse learners. Materials are made accessible through closed captions, screen readers, enlarged text, and translated versions when needed. For students without internet access, print packets and USB drives with offline content are distributed as necessary.

Students with Disabilities (SWD): Students with IEPs and 504 plans continue to receive all required accommodations and services, including in-person support or teletherapy as appropriate. Special education staff provide individualized instructional materials, modified assignments, and frequent communication with families. Related services (e.g., speech, OT, PT) are adapted for delivery via virtual platforms or coordinated home visits when feasible.

English Learners: EL students receive daily designated and integrated ELD instruction, even during remote learning, via live or recorded lessons. Teachers use language scaffolds, visual supports, and bilingual resources to enhance access. Family outreach and support are conducted in the primary home language, with interpreters available for meetings and school communications.

Students Experiencing Homelessness or in Foster Care: A school liaison ensures that students experiencing homelessness or in foster care are immediately enrolled and have priority access to devices, transportation, meal services, and academic support. These students receive additional check-ins and support services, including tutoring, mental health counseling, and basic needs assistance (e.g., clothing, hygiene supplies). Partnerships with community agencies and child welfare organizations help coordinate wraparound services.

Monitoring and Accountability: School administrators and counselors review student access and engagement data regularly to identify and address barriers. Staff collaborate across departments to ensure students at risk of disengagement are contacted and supported proactively. Parent feedback and student voice are used to refine strategies and ensure services remain responsive and inclusive.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services will be provided remotely via teletherapy at regularly scheduled times to meet the services requirements in students' IEPs.

English Learners (EL)

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

Principle 1: Assets-Oriented and Needs-Responsive Schools: EL students are recognized as multilingual learners with valuable cultural and linguistic assets. Teachers receive training in culturally responsive pedagogy and strategies to support diverse learners. During disruptions, outreach is conducted to ensure families understand their options and can access language supports.

Principle 2: Intellectual Quality of Instruction and Meaningful Access: 1. Designated and Integrated ELD Instruction. EL students continue to receive daily designated English Language Development (ELD), even during remote learning, through live sessions or structured lessons. Integrated ELD is embedded across all content areas by teachers trained to scaffold academic language. 2. Use of Technology and Supports. Instructional platforms support translation tools, visual aids, voice recordings, and subtitles. Students

have access to bilingual materials and online language development programs aligned to state standards. 3. Assessment and Progress Monitoring. Teachers use both formative and summative tools to assess EL students' language and content mastery. Regular progress monitoring is conducted to inform instruction and provide intervention if needed.

Principle 3: System Conditions that Support Effectiveness: EL specialists, instructional coaches, and administrators collaborate with general education staff to ensure coherent and responsive instruction for English learners. Professional development on ELD strategies, language acquisition, and remote instructional methods is offered to all staff. EL program design is regularly reviewed to adapt to evolving needs and ensure alignment with the EL Roadmap.

Principle 4: Alignment and Articulation Within and Across Systems: Communication between teachers, families, and support staff ensures a shared understanding of EL student progress and goals. Transitions between grade levels, school sites, or instructional models are coordinated to avoid gaps in language development services. Family engagement is strengthened through translated communications, bilingual liaisons, and parent education on how to support language learning at home.

Professional Learning

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

Educators receive targeted training in the following areas to prepare for online instruction:

1. Digital Instruction Platforms: Google Classroom, Seesaw, Zoom, Microsoft Teams, or other district-approved learning management systems (LMS) Best practices for organizing digital assignments, managing virtual classrooms, and engaging students online.
2. Synchronous and Asynchronous Teaching Techniques: Delivering live lessons effectively and managing student interaction. Creating recorded video lessons and supporting independent learning through self-paced modules.
3. Online Formative and Summative Assessment: Using tools like Google Forms, Kahoot, GoGuardian, and others for quizzes, projects, and check-ins. Strategies for assessing learning and providing feedback remotely. Maintaining academic integrity in a virtual environment.
4. Differentiation and Accessibility: Adapting instruction and materials to meet the needs of students with disabilities, English learners, and students without reliable technology. Using closed captions, translation tools, screen readers, and simplified layouts
5. Social-Emotional Learning (SEL) in Remote Settings: Building classroom community and emotional connection online. Recognizing and responding to signs of stress or trauma in virtual formats.

Delivery of Professional Learning

1. Scheduled Training Sessions: School-led PD days throughout the year. Emergency response refresher sessions provided as needed during disruptions.
2. On-Demand Learning: Access to recorded tutorials, webinars, and step-by-step guides housed in a shared staff resource hub. Online modules provided by trusted platforms such as Common Sense Education, CDE, or ISTE.
3. Peer Coaching and Collaboration: Grade-level or subject-area teams share best practices and resources. Tech-savvy staff may serve as site-based coaches or digital mentors.

Technology Support for Educators: Help desk access or designated IT support staff for troubleshooting during remote teaching. Tutorials and tech walkthroughs provided for both novice and experienced users. Ongoing evaluation of educator needs through surveys or team discussions.

Monitoring and Continuous Improvement: School leaders and instructional coaches observe virtual lessons and provide coaching or

feedback. Staff reflections, assessments of student engagement, and input from families guide the refinement of instructional strategies. Regular updates to training content ensure alignment with current best practices and technology upgrades.

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.

Physical Health Services

1. On-Site and Referred Services: A credentialed school nurse or trained health aide is available on-site or through scheduled visits to manage injuries, administer medications, and support chronic health needs. Students requiring specialized care are referred to local health clinics, pediatricians, or school-based health centers through established partnerships.

2. Health Screenings and Preventive Care: Routine screenings (vision, hearing, scoliosis, etc.) are conducted in accordance with state guidelines. Immunization compliance and public health updates are managed through the school office and in coordination with county health departments.

Mental Health and Social-Emotional Support

1. School-Based Mental Health Professionals: Sonoma Charter School provides access to school counselors, social workers, or psychologists either on campus or through contracted services. Staff are trained to recognize signs of emotional distress, trauma, or mental health concerns and make appropriate referrals.

2. Tiered Support Services:

Universal (Tier 1): Social-emotional learning, classroom guidance lessons, and school-wide wellness initiatives.

Targeted (Tier 2): Small group interventions for students experiencing grief, anxiety, or peer issues.

Intensive (Tier 3): Individual counseling or therapy sessions with licensed professionals, including coordination with external mental health agencies as needed.

Language Access and Cultural Competence

1. Multilingual Staff and Interpreters: The LEA employs or contracts bilingual mental health professionals and health aides whenever possible. Professional interpreters are available to support communication with students and families whose primary language is not English, including during counseling sessions, health assessments, and meetings.

2. Culturally Responsive Care: Staff receive ongoing training on cultural sensitivity, trauma-informed care, and working with diverse populations. Materials and outreach related to health services are translated into the primary languages spoken by families (e.g., Spanish, etc.).

Referral and Access Process

Students may be referred for services by teachers, administrators, self-referral, or parent request. A confidential system is in place for screening and assigning services, while maintaining student and family privacy. Emergency mental health support is available via district crisis teams or local behavioral health agencies when necessary.

Community Partnerships

The school partners with local clinics, behavioral health providers, and nonprofit organizations to expand access to health professionals, including mobile health units or telehealth when appropriate. Information about available services is regularly shared with families via newsletters, the school website, and parent meetings.

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

Student-Specific Medications: Student medications (e.g., inhalers, EpiPens, insulin) provided by families and prescribed by physicians are securely stored in the health office or a designated emergency go-bag accessible to trained staff. Staff maintain an updated emergency medication list for students with health care plans (e.g., asthma, diabetes, severe allergies). Medications are clearly labeled and organized for rapid retrieval in case of evacuation or lockdown.

General First Aid and Medical Supplies: Fully stocked first aid kits are located in classrooms, the main office, and emergency response backpacks. Kits include items such as bandages, antiseptics, gloves, CPR masks, and trauma supplies. Automated External Defibrillators (AEDs) are available on campus and regularly maintained. Trained staff members are designated to administer first aid and medications in accordance with state law and district policy.

Backup Power and Resources: Backup communication tools (e.g., radios, charged walkie-talkies) are maintained to ensure contact with emergency personnel and district officials. Staff have access to printed student rosters, health alerts, and emergency contact information in hard copy, in case of digital system failure.

Storage and Maintenance: Emergency supplies are stored in labeled, weather-resistant containers and checked at least annually by designated staff. Supplies are organized by category (water, food, first aid, medications, hygiene, communication) for quick deployment. The school's Emergency Operations Plan includes inventory tracking and restocking procedures following any use of emergency items.

Communication with Families: Parents are informed annually about the school's emergency supply plan and are encouraged to provide personalized emergency kits (including a change of clothes, medication, and comfort items) for their child. In the event of an emergency, families will be updated regularly regarding the status of resources, reunification procedures, and student well-being.

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.

Special Education Services

Individualized Education Programs (IEPs): IEP services will be delivered in accordance with each student's plan, with appropriate adaptations for remote or hybrid settings. Case managers will hold virtual IEP meetings as needed to review and amend services. Accommodations and modifications will be delivered digitally or through mailed materials, ensuring accessibility.

2. Related Services: Speech, occupational therapy, and other related services will be provided through teletherapy or, when safe and appropriate, on-site in a staggered or one-on-one format. Support materials will be delivered home or uploaded to learning platforms.

3. Paraprofessional Support: Instructional aides may assist virtually in small groups or one-on-one Zoom/Google Meet sessions. Regular check-ins with families will ensure student progress and address any barriers.

Counseling and Mental Health Services

1. Virtual Counseling Access: School counselors and mental health professionals will offer appointments via secure video platforms. Daily or weekly check-ins will be scheduled for students with ongoing emotional needs.

2. Group and Classroom Support: Small group SEL (Social-Emotional Learning) or therapeutic sessions may be held online. SEL curriculum will be integrated into remote learning to support all students.

3. Language Access: Counseling services will include bilingual staff or interpreter support to serve non-English-speaking families and students.

After-School and Enrichment Programs

1. Virtual Enrichment Options: Clubs, arts, STEM, and tutoring programs will transition to virtual formats (e.g., live Zoom sessions, interactive videos, and take-home activity kits). Attendance will be tracked and participation encouraged through incentives and engagement tools.

2. Childcare Partnerships: If allowed under public health guidelines, limited in-person after-school childcare may continue with safety protocols in place. The school will coordinate with partner organizations to align safety standards and service availability.

Nutrition and Food Services

1. Meal Distribution During Closures: The school will coordinate grab-and-go meal pickup or delivery options for eligible families during closures. Multiple days of meals may be distributed at once to minimize travel and increase convenience.

2. On-Site Safety: When serving meals on campus (hybrid model), meal schedules will be staggered, with physical distancing, individually packaged items, and sanitation protocols in place.

3. Communication and Access: Meal service details will be posted on the school website and communicated in families' home languages via robocalls, texts, and flyers. Families in need of food assistance will be referred to community resources as needed.

Coordination and Oversight

The principal or designee will oversee the implementation of service continuity plans and adjust them based on evolving circumstances. Staff will receive training to deliver services effectively in online and hybrid models. Family feedback will be gathered to inform improvements and address barriers to access.

Site-Based Collaboration

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

Staff, students and parents were involved in this plan through attending ELAC, PTA/CCC meetings, and staff meetings.

Return to Site-Based Learning

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

Safety and Structural Integrity

Facility Inspection: A thorough inspection of all buildings, grounds, utilities, and equipment must be completed by appropriate professionals (e.g., district maintenance staff, building inspectors, or fire marshal).

Hazard Mitigation: All hazards (e.g., fire damage, structural concerns, air quality issues, water contamination) must be addressed and mitigated.

Clearance to Occupy: The site must receive official clearance to reopen from relevant authorities (e.g., county building department, public health office, or emergency services).

Health and Environmental Safety (if applicable)

Sanitation and Deep Cleaning: All classrooms, restrooms, and shared spaces must be cleaned and disinfected according to public health guidelines.

Air and Water Systems: HVAC systems must be checked for proper ventilation; water systems must be flushed and tested for safety.

Availability of PPE/Supplies: For public health emergencies, personal protective equipment (PPE), hand sanitizer, and cleaning supplies must be adequately stocked.

Health Screening Protocols: If required, health screening measures (e.g., temperature checks, symptom screening) must be in place for students and staff.

Staffing and Operational Readiness

Staff Return and Training: Essential staff must be available and trained on revised safety procedures, emergency plans, and reentry protocols.

Updated Schedules and Services: School schedules (including transportation and meal service) must be updated and operational.

Communication Plan: A clear communication plan must be in place to inform students, families, and staff of the reopening timeline, expectations, and available supports.

Student and Family Support

Re-Enrollment or Attendance Procedures: A process must be in place for confirming student attendance and identifying students needing special support.

Mental Health and Counseling Services: Support staff must be prepared to offer counseling and mental health resources to students and staff impacted by the disruption.

Instructional Continuity: Plans for assessing learning loss, providing remediation, and resuming instruction must be ready for implementation.

District and Agency Coordination

Approval from Governing Authorities: Reopening must be authorized by the school district or charter authorizer and, where applicable, the county health department.

Alignment with Local Guidelines: All procedures must comply with current local, state, and federal public health and safety guidance.

Documentation: All required forms, inspections, and reopening plans must be documented and available for review.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

The plan is reviewed multiple times throughout the school year.

Safety Plan Review, Evaluation and Amendment Procedures

The School Safety Plan will be reviewed annually, in accordance with California Education Code Section 32286, and updated as necessary.

The review process is led by the School Site Council (SSC) or designated School Safety Committee, which includes representation from: School administration, Classroom teachers, Classified staff, Parents/guardians, Local law enforcement and/or first responders, Students (as appropriate for upper-grade levels). The revised plan is presented at a public meeting for stakeholder input and is approved by the governing board or authorizing entity by March 1st of each school year.

Evaluation Procedures

The safety plan is evaluated based on the following criteria: Relevance and accuracy of emergency response procedures. Alignment with current district and county policies. Effectiveness of drills, safety protocols, and incident responses. Student and staff feedback regarding perceived safety. Updates in legal requirements or guidance from the California Department of Education (CDE) or emergency services. Post-incident debriefings and reports (e.g., after a drill or emergency event) may trigger early revisions or targeted updates to specific sections.

Data Sources and Feedback Tools

The following tools are used to assess the plan's effectiveness: Annual school climate survey - Youth Truth. Reports from safety drills (fire, earthquake, lockdown, etc.). Behavior and discipline data (e.g., bullying reports, suspensions, incident logs). Feedback from staff and community members collected via meetings or anonymous forms.

Amendment Procedures

Amendments to the safety plan may be made at any time during the school year in response to: Legislative or policy changes. Identified safety threats or vulnerabilities. Structural or environmental changes to the campus. Lessons learned from incidents or drills. Proposed amendments are reviewed by the Safety Committee, shared with stakeholders for input, and documented in meeting minutes. A summary of changes is included with the updated plan and submitted to the governing board for approval.

Recordkeeping and Distribution

The current School Safety Plan and any amendments are: Filed with the authorizing entity. Maintained in the school office and made available to the public upon request. Shared with all staff through digital platforms or in-person meetings. Key safety protocols are communicated to students and families in age-appropriate and translated formats.

Safety Plan Appendices

Emergency Contact Numbers

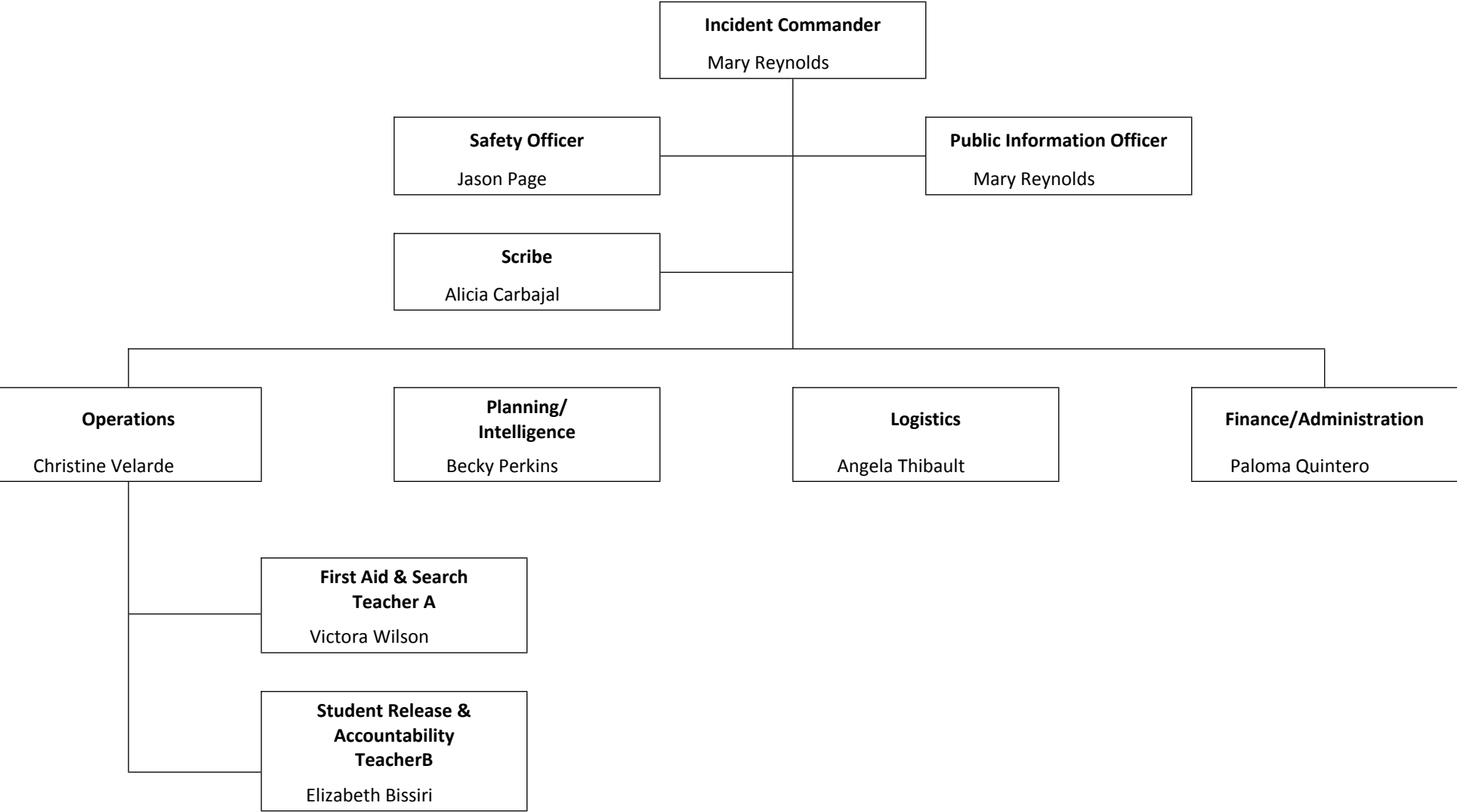
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff	707-565-2121	
Local Hospitals	Sonoma Valley Hospital	(707) 935-5000	
Law Enforcement/Fire/Paramedic	Sonoma Valley Fire District	(707) 996-2102	

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)
Staff Meeting	May 7, 2025	

Sonoma Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Command, operations, planning/intelligence, logistics, finance/administration.

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

Quickly determine the nature of the emergency event. Examples include: Earthquake, Fire or explosion, Medical emergency, Intruder or active threat, severe weather (e.g., flooding, high winds), Hazardous material spill, Power outage, Bomb threat. The type of emergency will guide which response protocol is activated.

Step Two: Identify the Level of Emergency

Level 1 (Minor Incident): Handled by school personnel with minimal disruption (e.g., minor injury, isolated behavioral issue).

Level 2 (Moderate Incident): May require outside assistance or cause temporary disruption (e.g., neighborhood power outage, medical response).

Level 3 (Major Emergency): Involves a significant threat to safety or major disruption; outside emergency responders are required (e.g., earthquake, intruder, fire, gas leak).

Step Three: Determine the Immediate Response Action

Based on the emergency type and level, determine and initiate the appropriate Protective Action, such as:

Evacuation: Safely exiting the building to a designated assembly area (e.g., fire, gas leak)

Lockdown: Securing rooms and staying silent to protect against an immediate threat (e.g., active intruder)

Shelter-in-Place: Staying indoors, sealing the environment if necessary (e.g., chemical spill, air quality issue)

Drop, Cover, and Hold On: Used during earthquakes or explosions

Secure Campus: Limited movement on campus while instruction continues; often used for off-campus threats

Follow all established drill protocols and safety team guidance for implementation.

Step Four: Communicate the Appropriate Response Action

Public address (PA) system announcements using plain, direct language (e.g., "This is a lockdown. Please secure all doors.")

Two-way radios for internal staff coordination.

Phone trees, email, or messaging apps for notifying families and off-site personnel.

School and emergency services coordination to ensure unified external communication.

Ongoing updates should be provided as the situation evolves, followed by a final "all clear" when appropriate.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an Aircraft Crashes ON School Grounds:

Sound the Fire Alarm or give an EVACUATION order using the PA system. Evacuate all buildings immediately following established evacuation routes, unless those routes are compromised. Move students and staff to the designated assembly area, upwind and uphill from the crash site if possible. Do NOT attempt to approach or touch the aircraft. There may be a risk of explosion, fire, or hazardous materials. Call 911 immediately, providing: Exact location of the crash, Type of aircraft (if known), Extent of fire or injuries.

Designate staff to: Provide first aid if safe to do so, Keep access routes clear for emergency responders, Supervise and account for all students using attendance rosters, Do not re-enter buildings or the crash area until authorized by emergency personnel.

If an Aircraft Crashes NEAR School Grounds:

Shelter-in-Place if the crash site is close but not on campus, and there is no immediate threat to buildings.

Monitor for: Fire or smoke drifting toward the campus, Requests from emergency services to evacuate, Prepare for possible Evacuation if instructed by public safety officials.

Maintain communication with emergency responders and district administration for updates.

Post-Incident Actions:

Continue to monitor the site for hazardous conditions such as smoke, fuel odors, or debris. Provide mental health and counseling support to students and staff as needed. Conduct a debriefing and after-action review with staff and district officials. Document the incident and submit all required reports.

Animal Disturbance

If an Animal Is Observed on Campus Grounds (Not Inside Buildings): Do not approach or attempt to catch the animal. Immediately notify the main office or school administrator with the location and description of the animal. The administrator or designee will assess the situation and initiate one of the following actions:

Shelter-in-Place: Students and staff remain indoors with doors and windows closed.

Secure Campus: If the animal poses no immediate threat but may cause alarm or injury.

The school office will contact local animal control services or law enforcement if necessary.

If an Animal Enters a Building or Classroom:

Keep students calm and quiet. Do not provoke the animal. If safe, evacuate the room and close the door behind you. If evacuation is not possible, remain in place and notify the office immediately. Administrator will coordinate with animal control and first responders for safe removal. Custodial or trained staff should block off access to other parts of the school, if possible, without putting themselves in danger.

After the Incident: Once the animal is removed or contained and the campus is declared safe, an "All Clear" will be announced via walkie talkie/phone communication system. Incident reports will be completed by supervising staff and reviewed by the administration. Parents/guardians will be notified of any disturbances that led to a shelter-in-place or campus alert. Emotional support or counseling will be available to students or staff affected by the event.

Prevention & Preparedness: Regularly inspect fencing and campus perimeter for access points that animals could enter through. Educate staff and students on how to respond calmly and safely in the event of animal sightings. Keep trash secured and outdoor areas clean to avoid attracting wildlife.

Armed Assault on Campus

1. Recognize the Threat: An armed assault may involve a person with a firearm or other weapon threatening or using violence on school grounds. Staff must act swiftly at the first sign of:

Gunshots or visible weapon, Reports from staff, students, or security, Threats made in person or via phone, social media, or note.

2. **Initiate Lockdown (Code Red):** The first person aware of the threat must immediately notify the main office or activate emergency communication protocols. An administrator (or designee) will initiate a Lockdown using the PA system or emergency alert system with a clear and calm announcement, e.g.: "This is a lockdown. Lock doors, turn off lights, stay quiet, and remain out of sight."

Lockdown Procedures for Staff and Students:

Lock all doors and windows immediately. Turn off lights, close blinds, and silence all electronic devices. Move students out of sight, away from windows and doors. Maintain silence and do not open doors for anyone until the "All Clear" is given by law enforcement or administration. Take attendance and prepare to provide names of students present or missing once safe to do so.

3. **Notify Law Enforcement:** Call 911 immediately with the following information: Description of the suspect(s) and weapon, Location and direction of travel, Number of injured persons, if any. The office will simultaneously notify the District Office and initiate emergency response coordination.

4. **Follow Law Enforcement Instructions:** When law enforcement arrives, they assume control of the scene. Staff and students must keep hands visible and remain quiet. Do not run or approach officers unless directed.

5. **Evacuation (If Ordered by Law Enforcement):** In certain cases, law enforcement may direct a controlled room-by-room evacuation to a safe location. Follow all instructions carefully and remain calm.

Post-Incident Actions: Once law enforcement declares the campus secure, the administrator will issue an "All Clear." Student release procedures will begin at a designated reunification site; parents will be notified via emergency communication systems. Mental health professionals and counselors will be available for students and staff. An after-action review will be conducted to assess response effectiveness and update procedures if needed.

Prevention and Preparedness: Regular lockdown drills are conducted throughout the year. Staff are trained annually in active threat response protocols, including Run-Hide-Fight principles where applicable. The school maintains a strong relationship with local law enforcement and includes them in school safety planning. All visitors are required to check in at the front office and wear identification badges.

Biological or Chemical Release

Immediate Response Actions

1. **Notify Administration:** Any staff member suspecting a hazardous material release must immediately notify the main office. The administrator will quickly assess the situation and consult with local emergency services or 911 if appropriate.

2. **Determine Appropriate Response:** The administrator, in consultation with emergency authorities, will determine the correct Protective Action: A. **Shelter-in-Place.** Used when it is safer to remain indoors due to toxic air, vapors, or unknown exposure sources. Close and lock all doors and windows. Turn off HVAC systems and close vents. Seal doors and windows with tape if directed. Move students and staff to interior rooms, away from windows. Cover air gaps under doors with towels or clothing. **Evacuation:** If the release is inside the building or poses a threat that makes the site unsafe: Evacuate in an upwind and uphill direction, following established evacuation routes if safe. Relocate to the predesignated evacuation or off-site reunification area. Do not re-enter the site until cleared by emergency personnel.

3. **Notify Emergency Services:** Call 911 and provide: Location and nature of the release. Description of substances involved (if known). Symptoms or injuries observed. Actions already taken.

4. **Isolate Affected Individuals:** If any students or staff were in direct contact with the substance, isolate them in a designated area. Do not allow them to leave until decontamination or medical assistance is provided. Use personal protective equipment (PPE) if available.

Parent and Community Communication: Use school communication systems (robocalls, text alerts, email, website) to inform families of the incident and next steps. Avoid disclosing unverified or technical details until confirmed by emergency responders. Include pickup/reunification instructions if students must be released to families.

Post-Incident Actions: Only reoccupy buildings when declared safe by public health or hazardous materials authorities. Provide medical attention or referrals for any affected individuals. Offer mental health and counseling support for students and staff. Complete required incident and exposure reports. Review response actions in an after-action meeting to improve future preparedness.

Prevention and Training: Maintain an updated chemical inventory and ensure proper labeling/storage of any cleaning or science lab materials. Train staff annually on hazardous materials awareness and Shelter-in-Place protocols. Conduct regular drills involving shelter-in-place and evacuation procedures.

Bomb Threat/ Threat Of violence

1. Recognition of a Threat: A bomb threat or threat of violence may come in the form of: Phone call or voicemail, Email or text message, Social media post, Verbal warning from a student, staff member, or visitor, Written note or graffiti.

2. Immediate Actions: If a Threat Is Received by Phone: Remain calm and keep the caller on the line as long as possible. Use a bomb threat checklist (if available) to document: Exact wording of the threat, Time and date of the call, Voice characteristics and background noises, Questions asked and responses, Do not hang up; try to alert another staff member silently to call 911. If a Written or Digital Threat Is Found: Do not handle the item more than necessary. Preserve all materials (e.g., emails, notes, screenshots). Immediately notify school administration.

3. Notify Authorities and District Officials: Call 911 to report the threat immediately. Provide law enforcement with all gathered information. Notify the school district office or charter authorizer.

4. Administrative Assessment & Decision-Making: In coordination with law enforcement, the principal (or designee) will determine whether to: Evacuate the campus, Shelter-in-Place, Lockdown the site, Secure the perimeter, Wait for further evaluation and instructions, Decisions will be made based on:

Credibility of the threat

Specificity of location, time, and method

Input from bomb squad or emergency personnel

5. Evacuation Procedures (If Ordered): Evacuate using fire drill routes unless a specific threat location makes them unsafe. Do not use cell phones, radios, or PA systems near suspected devices due to the risk of triggering detonation. Move students and staff to a predesignated safe distance. Take attendance at evacuation sites and report missing persons to administration.

6. Law Enforcement Response: Law enforcement will assess the threat, search the premises, and determine when it is safe to re-enter. School staff must not attempt to search for or handle any suspicious items.

7. Reunification and Communication: If needed, initiate student release procedures from the off-site evacuation or reunification location. Use approved communication systems (robocalls, texts, email, website) to notify families and staff. Avoid sharing unverified information or speculating on motives or outcomes.

8. Post-Incident Actions: Conduct a debriefing with staff, law enforcement, and district leadership. Offer counseling services to affected students and staff. Complete all necessary incident reports and logs. Review and revise protocols as needed based on response effectiveness.

Prevention and Preparedness: Conduct annual staff training on threat response protocols. Encourage a school culture of "See Something, Say Something." Secure building access and monitor visitors and unknown individuals. Maintain close coordination with local law enforcement.

Bus Disaster

In the event of a bus accident or emergency, the bus driver will: Pull over safely and stop the bus in a secure location. Activate hazard lights and set the parking brake. Turn off the engine to reduce risk of fire. Assess the situation for immediate dangers (e.g., fire, smoke, spilled fuel, injuries). Evacuate the bus if necessary (especially in the event of fire, risk of explosion, or unsafe conditions). Keep students calm, organized, and safely away from traffic and hazards. Call 911 and/or dispatch to report the emergency, providing: Location and road/highway details, Nature of the incident, Number of students and injuries (if any), Begin first aid if trained and able. Maintain supervision of students at all times.

School Site Response: Upon notification of a bus disaster, the school administrator or designee will: Notify the Charter Authorizer. Dispatch school personnel to the scene if requested by emergency responders. Prepare to implement the Emergency Reunification Plan if students are being transported to an alternate site. Notify parents/guardians of the incident and next steps via emergency communication systems.

Emergency Medical Services: EMS will assess and treat injuries at the scene. Students may be transported to hospitals as needed. School personnel will accompany students if possible and serve as a liaison with families and medical personnel.

Parent Notification and Student Release: Parents will be notified of the incident as soon as accurate information is available. Injured or transported students will be identified and their families contacted directly. Non-injured students may be released to families at a designated reunification site, with proper identification and signature.

Documentation and Follow-Up: The bus driver and school administrators will complete all required incident and accident reports. A post-incident debriefing will be held to review the response and update procedures if necessary. Counseling and mental health services will be made available to affected students and staff.

Prevention and Training: Bus drivers receive regular training on: Emergency evacuation procedures, First aid and CPR, Radio communication and accident reporting.

Students receive age-appropriate bus safety training and evacuation drills at least once per year.

Disorderly Conduct

Disorderly conduct may include, but is not limited to: Fighting or physical aggression, Loud, disruptive, or threatening behavior, Refusal to comply with staff instructions, Verbal abuse, intimidation, or harassment, Vandalism or destruction of school property, Refusal to leave campus when directed.

Immediate Response by Staff: If a student or individual is exhibiting disorderly behavior: Remain calm and use a non-confrontational approach to de-escalate the situation. Redirect behavior verbally using clear, calm language. If the individual becomes aggressive or dangerous, do not engage physically unless necessary for immediate safety. Call for support using the classroom intercom, radio, or designated emergency signal.

Administrative Intervention: Upon notification, the administrator or designee will: Respond immediately to the scene. Assess the level of threat to student and staff safety. Remove the disruptive individual from the area if needed. Contact school safety personnel or local law enforcement if the behavior poses a physical threat.

Protective Measures for Students and Staff: Move nearby students to a safe location if needed. If the incident escalates, consider initiating a "Secure Campus" (restricted movement, classroom doors closed). Assign staff to monitor hallways and common areas if the situation affects multiple areas of the campus.

Documentation and Communication: The incident will be documented in writing, including staff reports, witness statements, and any disciplinary actions taken. Parents/guardians of the involved student(s) will be contacted promptly. If a visitor is involved, they may be subject to removal and may be prohibited from returning without administrative approval.

Post-Incident Actions: Affected students or staff may be referred to school counselors or support services. An administrator will conduct a follow-up meeting with the involved student(s) and family. Disciplinary action will be taken in accordance with the school's discipline policy and Education Code guidelines.

Prevention and Education: Staff will receive training in classroom management, de-escalation techniques, and trauma-informed practices. Students are taught social-emotional skills and conflict resolution through age-appropriate programs. A positive school climate is maintained through consistent behavior expectations and reinforcement of respectful conduct.

Earthquake

Staff & Student Training: Conduct regular drills (minimum once a year). Teach "Drop, Cover, and Hold On" protocol: Drop to your hands and knees. Cover your head and neck, ideally under a desk or table. Hold On to shelter until shaking stops.

Communication Plan: Parents and guardians are messaged via notification systems (calls, texts, emails).

Response Phase (During Earthquake)

Immediate Actions: Initiate "Drop, Cover, and Hold On" protocol. Remain indoors; stay away from windows, glass, and heavy furniture. Do not evacuate during shaking unless building is collapsing.

After Shaking Stops: Check for injuries and provide first aid. Evacuate building only if it is safe; follow pre-established routes. Bring emergency kits and class lists. Teachers account for all students once outside.

Site Coordinator Actions: Activate the Incident Command System (ICS). Communicate with emergency services. Set up a command post and first aid station if needed.

Recovery Phase:

Reunification Plan: Set up a designated student release area. Require ID verification for student pickup. Log each student's release.

Mental Health Support: Provide counseling resources. Debrief staff and students after the event.

Review & Update: Evaluate response effectiveness. Update safety plan and retrain staff as needed.

Explosion or Risk Of Explosion

If an Explosion Occurs: Remain calm and instruct students to do the same. Take cover under desks or sturdy furniture to protect against debris. Stay away from windows, glass doors, and exterior walls. If safe, activate the fire alarm or notify the office immediately. Do not use cell phones or radios near the suspected explosive area — they may trigger devices. Once the immediate danger has passed, prepare to evacuate when instructed.

If There Is a Risk of Explosion (e.g., gas leak, suspicious package): Do not touch or move any suspicious objects. Do not turn on/off lights or use electronics. Notify the office or administrator discreetly and calmly. The administrator will notify emergency services (911) and initiate an evacuation if necessary.

Evacuation Procedures: Use the pre-designated evacuation routes unless the explosion risk is along that path. Teachers bring emergency kits and student rosters. Close classroom doors as you leave — do not lock them. Lead students to the designated assembly area (basketball court), at a safe distance from the building. Take attendance immediately and report any missing students to incident command.

Administration Responsibilities: Activate the Emergency Operations Plan and the Incident Command System (ICS). Coordinate with police, fire, and bomb squad as needed. Make an all-call announcement to inform and instruct staff/students. Shut off gas, electricity, and HVAC systems if necessary. Keep all staff and students informed as the situation evolves.

Reunification and Recovery: If needed, initiate the Student Reunification Plan in a safe location. Provide mental health and counseling services for students and staff. Conduct a post-incident debriefing to review procedures and responses. Update safety protocols and conduct refresher training based on lessons learned.

Fire in Surrounding Area

If a Fire is Detected Near the School Grounds (but not on school property):

Assess the Situation: If smoke or flames are visible near the school or on neighboring property, assess whether the fire poses a direct threat to the school. If the fire is threatening the school or is close enough to endanger students and staff, activate the school's fire alarm system.

Notify Authorities: The school administrator or designated personnel will immediately call 911 and provide detailed information about the situation (e.g., location of the fire, wind direction, any visible danger to the school).

Evacuate (if necessary): If the fire poses a significant danger to the school, evacuate students and staff immediately following the established fire evacuation routes. Teachers must bring the emergency kits and rosters when evacuating. Evacuate to a safe area upwind from the fire. This may include an open field or a nearby location well away from the fire's path. If evacuation routes are blocked or dangerous, follow alternative evacuation routes to safer areas.

If the Fire is Distant but Poses a Risk (e.g., near high winds or spreading rapidly): Monitor the Fire Situation: Keep close communication with local emergency services (fire department) to track the fire's progress. The school administrator should remain in contact with the local fire department to stay informed of changes in the fire's direction.

Take Protective Measures: If the fire is near but does not yet threaten the building, ensure all windows and doors are closed to prevent smoke from entering the building. If the school is located in an area at risk of wildfires, close curtains or blinds to protect against heat or flying embers. Keep students indoors to avoid exposure to smoke or potential embers.

Evacuating the Building (If Required): Teachers should escort students to the designated assembly areas (ensure assembly areas are upwind and far enough from the fire). Teachers must take attendance before evacuating and upon arrival at the assembly area (basketball court). Ensure all students, especially those with mobility challenges or medical needs, are assisted during evacuation.

Evacuation to a Safe Area: In case of fire risk, the safe area must be far enough from the fire to avoid potential smoke or heat dangers. The designated assembly area should be a clear distance, away from roads where emergency vehicles may pass.

Follow pre-designated evacuation routes unless blocked or unsafe.

Administration and Staff Actions

Administrator Actions: Activate the Emergency Operations Plan: The school administrator or designee will activate the school's Incident Command System (ICS).

Communication: Ensure staff and parents are informed about the situation. Use the school's emergency notification system (text, calls, email) to notify parents of evacuation procedures and safe locations.

Liaise with Emergency Services: The school administrator will stay in close communication with local fire and emergency services to get updates about the fire's progression and make decisions about further actions. If the fire continues to spread, the administrator may consider relocating students to a safer location if evacuation becomes necessary.

Recovery and Reunification

Reunification: If evacuation occurs, ensure that parent reunification procedures are in place at the designated reunification site. Ensure each student is released only to a verified guardian. Students should be signed out before they leave the site.

Mental Health Support: After the event, provide mental health support for students and staff affected by the fire. This may include counseling services or support groups. Debrief the entire staff and conduct a post-incident evaluation to identify strengths and areas of improvement in the school's response.

Preventative Measures & Training

Preventative Measures: Fire-Resistant Landscaping: If the school is in a wildfire-prone area, encourage fire-resistant landscaping practices to help minimize the risk of fire spreading to the school. Ensure that fire extinguishers are regularly checked and maintained throughout the school.

Training and Drills: Conduct regular fire drills at least once a semester. Educate staff and students on fire safety procedures, including recognizing fire risks in the surrounding area.

Fire on School Grounds

Students are taught basic fire safety, including: Stop, Drop, and Roll, Do not hide during a fire, Importance of staying calm and following the teacher.

Emergency Equipment

Fire extinguishers inspected regularly. Smoke alarms and sprinkler systems tested per local fire codes. Emergency backpacks in each classroom contain: Class rosters, First aid supplies, Emergency contact info, Student comfort items.

Response Procedures During a Fire on Campus

If You See Fire or Smoke: Activate the nearest fire alarm immediately. Call 911 (office or administrator to notify). Close the door behind you as you exit if safe to do so.

Evacuation Protocol

Teacher Responsibilities: Instruct students to line up quickly and quietly. Grab the emergency backpack and class roster. Close classroom doors (do not lock them). Lead students to the designated assembly area, staying calm and reassuring. Take attendance and report any missing students to the incident commander.

Student Expectations: Listen to teacher instructions. Leave belongings behind. Walk (do not run) to the assembly area. Remain silent to hear instructions. Use age-appropriate reassurance to reduce anxiety. Assign additional staff or aides to assist younger children.

Staff Without Classrooms: Report to incident command or assist at assembly areas. Support younger students or students with special needs.

After Evacuation

All classes report to the designated Assembly Area (basketball court). Attendance is reported to the Incident Commander. Admin or designated staff communicate with emergency responders. School nurse or first aid team administers basic care if needed. Staff maintain calm, structured supervision.

Parent Notification & Student Reunification

Parent Notification: Office initiates robocalls, texts, and emails to inform parents of the incident. Provide clear instructions on pickup location and time.

Reunification Process: Parents check in at the designated reunification area. Staff confirm ID and release students only to authorized adults. Staff log each student's release time and guardian name.

Flooding

Monitor weather alerts from the National Weather Service. Use county guidelines for flood watch and warning phases.

When Flooding is Threatening (Flood Watch/Warning)

Principal or Admin Team: Inform staff and prepare for possible shelter-in-place or evacuation. Move important equipment or documents to higher shelves if time allows. Restrict outdoor movement and PE/recess.

During Active Flooding

If safe to remain indoors (Shelter-in-Place): Move students to second-floor classrooms or highest indoor area. Avoid gym, or low-lying rooms. Close doors and windows to prevent water intrusion. Stay inside and monitor emergency communications.

If evacuation is necessary: Only evacuate if authorized by emergency services and a safe route is available. Use alternate exits if normal paths are flooded. Teachers bring emergency backpacks and rosters. Students walk carefully in single file, avoiding floodwater. Prioritize evacuation of younger children and students with special needs.

Communication Protocols: Use school-wide PA system, walkie-talkies, and mass messaging (calls/texts/emails) to update staff and families. Notify local emergency services immediately if life-threatening flooding occurs. Keep families informed of student status, location, and reunification details.

Student Reunification Procedure: Establish a safe, dry reunification site (higher ground, alternate off-campus location if necessary). Verify parent/guardian ID before releasing students. Log student pickups carefully to maintain safety and accountability.

Post-Flood Recovery

Safety Inspection: Facilities/maintenance team to assess water damage, structural safety, and mold risk before reentry. Do not allow reentry until cleared by district or emergency services.

Emotional Support: Provide mental health resources to help students and staff recover from trauma or anxiety caused by the flooding event.

Debrief & Update: Review the effectiveness of the plan. Update flood response procedures based on what worked and what didn't.

Loss or Failure Of Utilities

The school administrator or custodian confirms the nature and extent of the utility failure. Notify the appropriate utility company and district maintenance/facilities team immediately. Alert staff via PA system, radios, or in-person messenger.

Do not use electrical equipment if power is out. Avoid water sources if there is a contamination risk or burst pipes. Evacuate the area if there is a gas odor (see gas leak protocol below).

Specific Utility Failure Procedures

Power Outage: Keep students calm and seated in classrooms. Use flashlights from emergency backpacks (no candles or open flames). Open blinds for natural light if safe. Limit hallway movement; use runners or radios for communication. If outage extends beyond 1 hour or affects safety (e.g., HVAC failure), prepare for early dismissal.

Water Supply Interruption: Stop water use immediately. Use bottled water for drinking, if available. Notify food services to adjust or suspend meal preparation. Use portable toilets or designate alternate restroom procedures if outage is extended.

Gas Leak or Odor: Do not use electrical switches, phones, or fire alarms. Evacuate immediately using established evacuation routes. Call 911 from outside the building. Notify the gas company and district personnel. Wait for clearance from fire department or utility company before reentry.

Heating or Cooling System Failure: Relocate students to more comfortable areas if possible (e.g., shaded outdoor areas or heated indoor rooms). Monitor for signs of heat exhaustion or hypothermia. If indoor temperatures become unsafe, prepare for early dismissal or relocation.

Sewer/Plumbing Failure: Close affected restrooms immediately. Use alternate facilities or portable toilets. Avoid areas with exposure to sewage. Notify maintenance and custodial teams for sanitation and repair.

Communication/Internet Outage: Use radios or runners to communicate across campus. Use emergency backup systems for parent communication (e.g., personal phones if allowed by protocol). Document the outage and keep a manual log of attendance or incidents.

Communication with Families: Use school-approved emergency notification system (text, email, call) to: Explain the nature of the outage. Provide estimated resolution time (if known). Inform of any early release or campus closure. Provide pickup or reunification instructions if dismissal is necessary.

Student Supervision and Support: Maintain supervision in all areas during outages or relocations. Ensure students with medical needs have uninterrupted care (e.g., medication, temperature-sensitive supplies). If any student shows signs of distress or discomfort, notify the school nurse or counselor.

Post-Incident Recovery: Ensure facilities are safe before resuming normal operations. Clean and sanitize any affected areas (particularly in water, gas, or sewage incidents). Conduct a debrief with staff and update procedures if necessary. Document incident and response for district records.

Motor Vehicle Crash

Call 911 immediately – report location, number of injured, and vehicle status (e.g., fire, fuel leak, structural damage). Do not approach the vehicle if there's smoke, leaking fuel, or fire risk. Activate the school's emergency alert system (PA, bell, or other pre-established method).

Protect Students and Staff

Teachers and staff should: Move students indoors or away from the crash site. Keep students calm and accounted for. If outside during recess or PE, move students to a designated safe area.

Provide First Aid (If Trained and Safe): Only trained personnel should provide first aid. School nurse or staff render aid until EMS arrives. Do not move injured persons unless there is immediate danger (e.g., fire).

Site Security and Scene Control: Secure the crash scene to prevent additional injuries or interference. Block access to the area using cones, caution tape, or personnel. Assign staff to redirect foot and vehicle traffic away from the site.

Communication Protocols

Internal Communication: Principal or designee activates the Incident Command System (ICS). Notify district office and facilities/maintenance department.

Parent Notification: Use robocalls, emails, or texts to: Confirm safety of students (if applicable). Notify families of the incident and any change to dismissal or access. Provide pickup instructions if the usual path is blocked.

Evacuation or Shelter-in-Place (If Needed)

If the crash compromises the building structure, gas lines, or utilities, evacuate the affected area. If debris or the vehicle presents an external hazard (e.g., fence crash during recess), shelter students indoors until cleared. Always follow the instructions of emergency services on site.

Reunification (If Necessary): If the campus or parts of it become unsafe, activate the Student Reunification Plan. Move students to a designated reunification area. Release students only to authorized guardians with proper ID and documentation. Provide extra supervision and reassurance during the emergency. Use simple, calm language to explain the situation (e.g., "There was an accident outside. Everyone is safe, and helpers are here."). Keep students away from windows and visual access to the crash site.

Post-Incident Recovery

Mental Health Support: Offer counseling and emotional support for students and staff who witnessed the crash. Allow time and space for debriefing in classrooms.

Facilities & Repairs: Coordinate with district for inspection and repairs of damaged property. Ensure debris and hazardous materials are cleared before reopening affected areas.

Incident Review: Conduct a debrief with staff. Update the emergency plan based on response effectiveness.

Roles and Responsibilities

Principal - Lead emergency response, communicate with families & authorities

Teachers Supervise and protect students, follow shelter/evacuation steps

Office Staff - Notify emergency services, parents, and district

School Nurse- Provide first aid and health triage

Custodian/Maintenance- Assist in securing area and assessing property damage

Counselor- Provide emotional support and follow-up with affected students

Training and Drills: Include vehicle crash response in annual staff safety training. Ensure playground monitors and recess staff know how to respond to crashes near outdoor spaces. Conduct situational tabletop exercises to review protocols.

Pandemic

To reduce transmission of infectious disease, maintain safe school operations, and ensure continuity of learning during a pandemic.

Prevention & Preparedness

Health and Hygiene Protocols: Promote frequent handwashing and use of hand sanitizer. Teach students age-appropriate hygiene (e.g., covering coughs, avoiding face-touching). Post visual reminders around school (bathrooms, classrooms, hallways).

Cleaning and Disinfection

Increase daily cleaning of high-touch surfaces (doorknobs, desks, water fountains). Disinfect classrooms, restrooms, and common areas regularly per CDC/local health guidance.

Health Screenings

Implement daily symptom checks (at home or on campus) as recommended. Staff trained to recognize symptoms and isolate potentially ill individuals.

PPE and Supplies

Maintain stock of: Face masks. Gloves. Thermometers. Cleaning and sanitizing supplies. Establish PPE protocols based on public health recommendations.

Suspected or Confirmed Case on Campus: Isolate the individual in a designated health isolation room. Notify the school nurse and parent/guardian immediately. Send the individual home or to medical care as needed. Clean and disinfect exposed areas. Report the case to local health authorities as required.

Exposure Response: Identify and notify close contacts while maintaining confidentiality. Follow current public health guidance on: Quarantine or isolation, Testing recommendations, Return-to-school criteria.

Communication: Inform families and staff of confirmed cases while respecting privacy laws. Send updates through robocalls, emails, texts, and school website. Provide language-accessible communication when needed.

Continuity of Learning

Instructional Plans: Prepare for hybrid or remote learning options as needed. Ensure students have access to: Devices (Chromebooks, tablets), Internet or Wi-Fi hotspots, Online learning platforms (Google Classroom, Seesaw, etc.)

Student Support: Assign staff to follow up with absent or quarantined students. Provide emotional and academic support, including tutoring and counseling.

School Operations Adjustments: Stagger arrival/dismissal times to reduce crowding. Implement cohort models to limit cross-group exposure if needed. Plan for staff shortages by cross-training personnel.

Meals and Recess: Serve meals in classrooms or in staggered lunch periods. Ensure students have outdoor time while maintaining distancing where advised.

Transportation: Follow guidance on seating, ventilation, and masking (if required).

Psychological Trauma

Identify and support individuals impacted by trauma. Provide immediate and long-term emotional support. Restore a sense of safety and normalcy on campus. Train staff to recognize trauma symptoms and respond appropriately.

Trauma-Informed School Culture: Foster a safe, inclusive, and supportive environment for all students. Promote emotional learning through daily classroom practices (SEL programs). Encourage positive adult-student relationships and peer support. Integrate classroom activities that build resilience and empathy.

Staff Training: Provide annual training for all staff on: Recognizing signs of trauma and distress in different age groups, Responding calmly and supportively, Mandatory reporting responsibilities, Ensure school counselor or psychologist is available and visible.

Recognizing Signs of Trauma in Students

TK–2nd Grade: Regression (e.g., toileting accidents, separation anxiety), Clinginess or withdrawal. Excessive crying or irritability. Difficulty sleeping or concentrating. Acting out or becoming unusually quiet.

3rd–8th Grade: Anger, defiance, or withdrawal. Changes in academic performance. Somatic complaints (headaches, stomachaches). Isolation from peers. Signs of depression, anxiety, or fearfulness.

Immediate Response to a Traumatic Event

Immediate Action: Ensure physical safety of all students and staff first. Alert the principal or crisis response team. Designate a quiet, private space for affected students or staff. Engage the school counselor or psychologist to provide crisis support.

Classroom Support

Teachers should: Remain calm and reassuring. Maintain routines as much as possible to provide stability. Avoid detailed discussions of traumatic details with students. Refer students of concern to the counselor immediately.

School-Wide Crisis Response

Crisis Response Team (CRT)

Members may include: principal, school counselor/psychologist, nurse, and a trained staff member.

The CRT: Coordinates communication and care, Supports grieving or affected classrooms, Monitors vulnerable students.

Communication with Families: Brief summary of the incident. How the school is responding. Support resources available. Guidance for talking with children at home.

Media and Privacy: All media inquiries handled by district or designated administrator. Protect student privacy and comply with FERPA.

Counseling and Emotional Support: Individual and small group sessions for impacted students. Grief counseling, stress management, or coping skills workshops. Classroom-based emotional check-ins led by counselor or teacher. Follow-up on students showing persistent trauma symptoms. Coordinate with families for outside referrals (therapists, community agencies). Offer parent support or informational sessions.

Recovery and Reintegration: For students returning after a personal traumatic experience (e.g., illness, injury, loss): Create a reentry plan with family and counselor input. Identify a staff "point person" for daily check-ins.

Suspected Contamination of Food or Water

Spoiled or improperly stored cafeteria food, Foreign objects or substances found in meals, Reports of illness following school meals, Discoloration, odor, or taste issues in tap water, Water main break or nearby chemical spill affecting water lines.

Prevention Measures

Food Safety: All cafeteria staff trained in food handling and sanitation per local health department regulations. Regular inspection of kitchen storage, refrigeration, and preparation areas. Daily temperature checks of stored food. Strict protocols for food delivery and expiration checks.

Water Safety: Routine flushing of water fountains and taps after weekends or holidays. Annual water quality testing in partnership with local utilities. Clear signage on any non-potable water sources (e.g., irrigation systems).

Immediate Response Procedures: Any staff member, student, or parent who notices signs of contamination (unusual taste, odor, appearance, or illness) must report it immediately to the Principal or Food Services Manager. Secure and label the suspected food or water sample (do not dispose).

Initial Actions: Stop all food and water distribution immediately. Isolate and remove all affected items or block access to suspected water sources (fountains, sinks). Notify the district nutrition services and maintenance team. Post signage and prevent access to any suspected water outlets or kitchen areas.

Medical Response: Send symptomatic students or staff to the nurse for evaluation. The school nurse: Monitors and documents symptoms. Contacts parents/guardians of affected students. Refers to medical professionals if needed. If multiple individuals are ill, call 911 and notify public health authorities for possible foodborne illness outbreak.

Notification & Communication: Staff informed via intercom, email, or direct communication (no PA announcement to students unless necessary).

Parent/Guardian Notification: Use robocalls, texts, or emails to: Alert families of the issue. Describe any symptoms to watch for. Share any meal/water restrictions (e.g., "Send bottled water until further notice").

District Notification: School district safety office. Local health department. Water utility company (if water contamination suspected).

Temporary Solutions: Provide bottled water or allow students to use personal water bottles. Suspend cafeteria operations and provide pre-packaged food only (if safe). Implement alternate lunch plans (e.g., sack lunches, vendor meals) if kitchen is closed.

Investigation and Testing: Secure food samples and water from the suspected source for laboratory testing.

Document: Time, date, and source of the suspected contamination. Names of any affected students/staff.

Resume normal operations only after: Clearance from the health department or water utility. Thorough cleaning and sanitization of affected kitchen or plumbing areas. Communicate the resolution and safety verification to families and staff.

Tactical Responses to Criminal Incidents

General Response Guidelines: All staff and students are encouraged to report suspicious or criminal behavior immediately. Use the "See Something, Say Something" approach. Reports go to the principal, safety officer, or designee without delay.

Notify Authorities: Call 911 immediately in case of: Any weapon sighting or use, Ongoing violence, Intruder refusing to leave campus, Immediate threat to life or safety.

Activate Appropriate Tactical Response:

Depending on the situation, school leadership will direct one of the following emergency responses: Lockdown ("Locks, Lights, Out of Sight")

Use when: A violent threat (e.g., weapon, intruder, attack) is on or near campus.

Announce: "Lockdown! Locks, lights, out of sight!"

Teachers: Lock doors immediately. Turn off lights and cover windows. Instruct students to remain silent and hidden, away from doors/windows. Take roll silently after securing room.

Students: Follow teacher directions quickly and quietly. Do not open doors until law enforcement or administration gives an "All Clear."

Secure Campus ("Shelter from External Threat")

Use when: There is a nearby threat off-campus (e.g., police pursuit, civil disturbance). Announce: "Secure the perimeter. Return inside. All doors locked." All students brought indoors. Lock all exterior doors and gates. Classes continue inside as normal until threat is resolved. No one enters or exits campus.

Shelter-in-Place (for Threats such as Hazmat or Riot)

Use when: There is a threat to air quality or a riot/protest nearby. Close and lock all doors and windows. Shut off ventilation (HVAC, fans). Remain indoors until notified.

Evacuation:

Use when: The building or area is unsafe (e.g., bomb threat, gas leak, weapon inside). Move students and staff to pre-designated off-site location. Teachers bring emergency go-kits and class rosters. Maintain roll call and student supervision. Await further instructions from law enforcement or administration.

Student-Specific Considerations

For TK–2nd grade: Use calm, simple instructions (e.g., “We’re going to be quiet and safe now.”) Provide emotional reassurance before, during, and after events.

For Grades 3–8: Review safety procedures regularly in an age-appropriate way. Offer opportunities to ask questions or express feelings after incidents.

Recovery and Support

Reunification Plan: If evacuation occurs, implement reunification procedures with parent verification. Pre-determined reunification sites should be listed in the emergency binder.

Communication with Families: Send prompt, factual updates via robocall, text, email, and website. Provide basic facts, status of students, and next steps.

Counseling and Emotional Recovery: Activate school counseling team to support student and staff needs. Provide follow-up services for trauma, anxiety, or grief. Organize debriefing meetings for staff and age-appropriate class discussions.

Documentation and Law Enforcement Involvement: Principal or designee completes an incident report within 24 hours. Preserve any evidence (video footage, confiscated items, photos of damage). Cooperate fully with law enforcement during investigation. If required, notify Child Protective Services.

Unlawful Demonstration or Walkout

Definition: Unlawful Demonstration: A protest or gathering on campus or adjacent property that violates school policy, disrupts instruction, or threatens safety. Walkout: When students leave class or campus in an organized or spontaneous protest, typically without permission or supervision.

Campus Culture and Engagement: Promote open communication and student voice through age-appropriate forums (e.g., student council (leadership team), classroom discussions). Train staff on early identification of escalating tensions, rumors, or planned protests.

All staff should be briefed on: School policies on freedom of expression, Procedures for handling walkouts or protests, De-escalation techniques appropriate for children.

Immediate Response to Walkout or Protest

If a Walkout is Occurring: Do not physically block or restrain students. Notify the principal or administrative designee immediately. Record names of participating students (if identifiable) for safety and documentation. Assign staff to visually monitor students leaving campus (from a safe distance). Do not engage in confrontation. Staff must remain calm and neutral.

If a Demonstration Is On Campus: Move uninvolved students away from the area. Attempt to contain the protest to a safe, supervised location (e.g., quad or gym). Instruct staff to supervise but not participate in the protest. If the protest becomes unsafe (violence, hate speech, vandalism), call law enforcement and initiate lockdown or secure campus protocols.

Supervision and Student Safety: Assign administrators, counselors, or other trained staff to supervise protestors at a distance. Ensure TK–5 students who attempt to walk out are redirected gently and safely back to class or held in a secure location.

Middle school students who leave campus should be: Documented, including time and group size, Monitored until they are off-site or retrieved by a guardian, Notify parents/guardians of any student who walks off campus.

Communication Protocol: Parents- Facts of the incident, school response, student safety info. School Office- Incident summary, request for support or guidance. Staff - Updated instructions, supervision assignments, legal reminders. Avoid fueling rumors—stick to verified facts. Use email, robocalls, or letters to address community concerns.

Legal and Disciplinary Considerations: Students may face age-appropriate consequences per school policy (e.g., unexcused absence, behavior reflection). Disciplinary actions must be consistent and documented, with emphasis on restoring learning rather than punishment. Staff should not retaliate against students for speech or participation unless safety or school policies were violated.

Post-Incident Actions: Conduct a debrief with staff and district administrators. Offer counseling support for students affected by the event. Provide students a structured opportunity to express concerns in a safe, supervised setting (e.g., discussion circle, suggestion box, classroom debrief).

Emergency Evacuation Map

