San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District:	Jefferson Union High School District
Address:	115 1st Avenue Daly City, CA 94014
School Site:	Thornton High School
School Address:	115 First Ave. Daly City, CA 94014
CDS Code:	41-68924-4137592
School Covered in Document	Thornton High School
Address of School Sites	
Date of Adoption:	9/30/25

Approved by:

Name	Title	Signature	Date
Dennie Marenco	Principal		9/30/25
Karla Talkoff	School/Wellness Counselor		9/30/25
Yvette Yambao	School Social Worker		9/30/25
Tracey Borsa	Registrar		9/30/25
Jo-Ann Fedaie	Administrative Assistant		9/30/25

Alan Vu	Teacher		9/30/25
Kingsley Swett	Teacher		9/30/25

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Safety Plan Vision

The Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our school and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and protocols connected to the safety strategies and programs described within the narrative of this document.

Comprehensive School Safety Plan Requirements

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. State regulation requires the school site council or designated safety planning committee to write and develop the CSSP in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities. The Comprehensive School Safety Plan for the current school year is reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District ensures that the CSSP is adopted by the school annually by March 1st; the CDE recommends the plan be approved by the (district) Board within a month of school adoption or as soon as possible. A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website. 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 (SARC).

District Office Address	District Website
115 1st Avenue	https://www.juhsd.net

Safety Committee

Thornton High School Safety Committee

Name	Agency	Title	Membership Role
Karla Talkoff	Jefferson Union High School District, Thornton High School	School Wellness Counselor	School Site Liaison Officer
Blas Herrera	Jefferson Union High School District, Thornton High School	Teacher	Medical
Andrew Hambre-Cook	Jefferson Union High School District, Thornton High School	Teacher	Student Release
Tracey Borsa	Jefferson Union High School District, Thornton High School	Registrar	Student Release
Liz DeNatale	Jefferson Union High School District, Thornton High School	Campus Supervisor	Student Care & Supervision
Jo-Ann Fedaie	Jefferson Union High School District, Thornton High School	Administrative Assistant	Transportation

Sandra McGurtty	Jefferson Union High School District, Thornton High School	Paraprofessional	Next Steps Planning
Ed Lopez	Jefferson Union High School District, Thornton High School	Teacher	Situational Analysis
Alan Vu	Jefferson Union High School District, Thornton High School	Teacher	Secondary Incident Commander
Dennie Marenco	Jefferson Union High School District, Thornton High School	Principal	Incident Commander

Components of the Comprehensive School Safety Plan (EC 32282)

The Comprehensive School Safety Plan (CSSP) includes the following components:

Assessment of all crime committed on school campuses and at school-related functions; strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; child abuse reporting procedures; student supervision and professional boundaries, disaster, emergency, and crisis response procedures; mobile communication devices, procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; 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 and hate crime reporting procedures; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

The safety plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. Districts and County Offices of Education are encouraged to include strategies to create and maintain a positive school climate, mental health protocols for the care of students who have witnessed a violent act at any time, and clear guidelines for the roles and responsibilities of the following positions (if used):

- Mental Health professionals, school counselors
- Community Intervention Professionals
- School Resource Offices, police officers on campus

Assessment of School Safety

Current Status of Crime Committed on School Campuses and At School-Related Events (EC32282(a)(1)

Assessment of School Safety, specifically, an assessment of the current status of all crime at the school and the school related functions is accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement crime data
- Property Damage data

Describe the data reviewed, key analysis points, and findings. Document how this information was shared with your SSC/planning committee and date shared:

See appendix for Student Threat Assessment Policy and Protocol

The Jefferson Union High School District, has a procedure in place in which principals, or their designees, are authorized to send notices to each student's parents or guardians when a violent crime, or a sex offense is committed on its property or during sponsored programs, activities, and events.

The Jefferson Union High School District, provides the following relevant information to all parents/guardians annually at the beginning of the first semester/quarter or trimester of the regular school term regarding a violent crime or sex offense committed on its property or during sponsored programs, activities, and events.

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

This section includes appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

Sections 49390 through 49395 of the California Education Code require that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement with investigating the threat and conducting a threat assessment.

The San Mateo County Office of Education operates the San Mateo County Student Threat Assessment Center that oversees the Student Threat Assessment Protocol/Process for all school districts in the county. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school related functions. The San Mateo County Student Threat Assessment Protocol is designed for Districts and/or school sites to oversee the site based multi-disciplinary Level 1 Threat Assessment team. A County-Wide Level 2 Student Threat Assessment Team that is Multi-Disciplinary Team made up of Leaders from San Mateo County Office of Education, Behavioral Health and Recovery Services, the Office of Consumer and Family Affairs, Juvenile Probation, Child and Family Services, Members of Law Enforcement and the County Attorney's Office. This team meets regularly and as needed to provide support to school sites and districts in assessing, responding to, and providing services to students who make targeted threats of violence or suggest the potential to do so.

Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

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Notification to Parents/Guardians of Safe Storage of Firearms

Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. School districts are encouraged to use the California Department of Education Template of Memoranda regarding Safe Gun Storage, or create their own.

Jefferson Union High School District provides the following information regarding Safe Storage of Firearms to all Parents/Guardians annually at the beginning of the first semester/quarter or trimester of the regular school term:

GUN SAFETY - EC 32221.5 (9-12) AND EC 49390, AND 49329
This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often in a key position to recognize warning signs and initiate assistance and/or an appropriate referral. The San Mateo County Suicide Prevention Protocol for Schools provides schools/districts with a comprehensive approach to prevention, intervention and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. San Mateo County Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

Suicide Prevention
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Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, schools and districts in San Mateo County can implement the Coalition for Safe Schools and Communities Naloxone Protocol for Schools to reverse opioid overdoses on campus.

San Mateo County Office of Education partners with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate. School Districts, Offices of Education

and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit complies with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all schools in San Mateo County.

Dennie Marenco has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Jefferson Union High School District Schools.

Child Abuse and Neglect Reporting Procedures (EC 444691; PC 11166)

Mandated Reporters, which includes school employees, and volunteers as defined in Penal Code section 11165.7, contractors, and governing board members, are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred. Required annual training for mandated reporters includes requirements for reporting, what occurs when there is a failure to file a report, prevention of abuse including sexual abuse and assault, and professional boundaries. This training takes place within six weeks of hire, provision or services or within six weeks of the school year for returning employees.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a $1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

BP 5141.4
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Student Supervision and Professional Boundaries

Within the Jefferson Union High School District, all school employees, adult volunteers, and contractors/vendors must be professional, transparent, aligned with educational purposes, and are required to follow established supervision practices that minimize the risk of harm to students. They must ensure visibility and accountability, and support student safety in both classroom and non-classroom settings. Procedures and expectations for student supervision and professional boundaries are intended to promote safe, respectful, and professional environments for learning and engagement. They are designed to ensure the supervision and protection of students from child abuse or neglect, as defined in Penal Code section 11165.6, and from sex offenses, as defined

in Education Code section 44010. These policies define appropriate conduct and outline expectations for professional, respectful, and safe interactions in all school-related settings.

Expectations and clear limits on contact and communication apply during or outside of the school day between individuals are communicated to both students and adults. These expectations also apply to all forms of communication, as outlined in board policy, and particularly when parent or guardian inclusion is not present. Limitations may vary based on student age or grade level.

The design, use, and furnishing of school facilities are intended and expected to promote safe, supportive, and easily supervised classroom and non-classroom environments. All employees, volunteers, and contractors are required to follow supervision and boundary policies.

These procedures apply during the school day, during school-sponsored activities, and in any other context in which students are under the supervision or responsibility of the school, including before- and after-school programs, extracurricular activities, athletics, transportation, and field trips.

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BP 3514.2
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Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments, created the Big Five Immediate Action Emergency Response for Schools Protocol and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and integrate the procedures of the National Emergency Management System. All employees of the district are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them. All employees shall be required to subscribe to the oath or affirmation required by the Act.

When an emergency occurs, staff members take immediate steps to protect themselves, their students, and other people on campus. Staff, certificated and classified, are provided opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazard Responses Protocol. The Big Five School Emergency Guidelines trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

The Hazard Responses Protocol includes guidance in the event of the following hazards: Chemical and Gas, High Winds, Fire Off-Site, Fire On-Site, Power Outages, Poor Air Quality, Heat Events, Heat-Related Illness, Tsunami, and Medical Emergency.

Staff members must learn and train on each Big Five Immediate Action Response and Hazard Responses and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that a Big Five response is implemented. It is highly recommended that school staff and students participate in Big Five trauma-informed, developmentally appropriate emergency drills monthly. Tabletop exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Big Five signage and instructions are publicly displayed at all school sites.

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown/ Barricade (active shooter) drills. The Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises, or Walk-Through Drills can be used in lieu of violent intruder drills or simulations when students are present. State regulations require that any Lockdown/Barricade drill conducted with students may not be high-intensity and must comply with the outlined requirements of EC 32282(K).

Immediate Action Responses

ACTION	DESCRIPTION
SHELTER IN PLACE	For environmental hazards: Go inside immediately. Close doors, windows, and vents.
DROP, COVER, & HOLD ON	For earthquakes and explosions: Protect from falling debris. Drop to the floor. Take cover and hold on.
SECURE CAMPUS	For potential threats of violence nearby: Go inside the nearest building. Close and lock all doors. Remain inside until threat has passed.
LOCKDOWN/BARRICADE	For immediate threats of violence on premises: Go inside. Lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert.

EVACUATION	When conditions outside are safer than inside: Employ “Look, Listen, and Leave”. Exit the building and move to a safe location.

Cardiac Arrest or Similar Life-Threatening Medical Emergency While on School Grounds

In accordance with state regulation, safety plans are required to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. General procedures to follow for a medical emergency on school grounds, including after school programs and events, are included in the Hazard Response Protocol. Staff are provided information and training annually by Jefferson Union High School District on the use and location of any automated external defibrillator (AED); principals must notify pupils in grades 6-12 of the location of all AED units on campus.

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The Big Five Immediate Action Response Protocol for School Administrators and Hazard Responses Protocol are found in the appendix of this plan. Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Non-Public Tactical components for each school site.

Mobile Communication Devices
The Jefferson Union High School District recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could also be harmful and disruptive to the instructional program in some circumstances. The Superintendent or designee may undertake measures or strategies, in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under the noted policy and are subject to discipline for non-compliance with the policy.

5131.8
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Public Agency Use of School Buildings for Emergency Shelters

Jefferson Union High School District shall make school buildings, grounds, and equipment available to the Department of Emergency Services or other disaster related public agencies, including the American Red Cross, for mass care and welfare shelters during a disaster or other emergency affecting public health and welfare.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Jefferson Union High School District desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards and therefore adheres to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

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Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Thornton High School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]).

The Thornton High School shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding a pupil described in this section. An employee of Thornton High School who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

JUHSD is compliant with the Education Code and follows directions from the California Department of Education in notifying teachers of dangerous pupils.

Firearms on Campus

The Thornton High School commits to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds is included in the district's comprehensive safety plan and communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 are authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

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Sexual Harassment Policies (EC 212.6 [b])

The Jefferson Union High School District is an equal employment opportunity employer and is committed to implementing a policy of nondiscrimination in all aspects of employment.

Jefferson Union High School District provides equal opportunity to all applicants and employees without regard to race, color, religion, pregnancy, sex, sexual orientation, gender identity or perceived sex or gender, genetic information or characteristics (with respect to the applicant, employee, or a family member), national origin, ancestry, age, physical or mental disability, medical condition, family care status, marital status, veteran's status, uniformed service, or other basis protected by state or federal law.

Jefferson Union High School District does not unlawfully discriminate based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

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

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Jefferson Union High School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Jefferson Union High School District expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activity in which they participate. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

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Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Jefferson Union High School District.

SECTION 6: EMERGENCY EVACUATION PROCEDURES

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted. Schools must develop plans that identify the location of potential evacuation sites.

Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

Evacuation Routes: If an emergency occurs and an evacuation is needed, school sites should have pre-designated routes to all evacuation locations. Each classroom is required to have posted its primary and secondary evacuation routes from the classroom.

Off-Campus Evacuation Procedures

Evacuation Procedures for an On-Campus Evacuation
The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location. School staff should follow the below instructions:

- School staff must take roll at the evacuation area to ensure that all students are accounted for once outside.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care.
- School staff should remain with their students and help to calm them.
- If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- Students should be debriefed to calm fears about the evacuation, if necessary.

Evacuation Procedures for an Off-Campus Evacuation
Off-campus evacuation is implemented after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location. School staff should follow the below instructions:

- School staff must take roll at the evacuation location to ensure that account is made for all students.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- The Superintendent of JUHSD and local law enforcement should be immediately notified of the evacuation.

(Optional) Other Programs, Procedures or Policies for Safe Ingress and Egress Include:

- Student Transportation Procedures (optional)
- Student Drop Off & Parking Procedures (Optional)
- Other relevant Procedures or Policies (Optional)

Safe Routes to School Program (Optional Section)
The San Mateo County Office of Education and Jefferson Union High School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program provides bike and pedestrian education and walk audits that assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps can also be generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, and students with disabilities, and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)
San Mateo County Office of Education Safe Routes to School offers electrical bicycle (e-bike) safety resources for student safety. E-bike riders must follow all traffic rules and regulations. Schools permitting e-bikes on school grounds communicate to families the types of bikes permitted, the e-bike policy, the process of permitting by the school district, and require student riders to take an online e-bike safety class that includes lithium-ion battery safety tips. E-bike batteries are not permitted to be charged on school grounds. Students are required to walk e-bikes when entering school grounds, including parking lots, and store the bike in the designated location. E-bikes are stored away from exit doors and anything that can become hot or catch fire. A legal e-bike has working pedals, a maximum of 750 watts, and a maximum speed capability of 20mph for a Class 2 e-bike. Students age 17 and under are required by law, California Vehicle Code 21212a, to wear a properly fitted and fastened helmet when riding an e-bike. State regulations require riders of Class 3 e-bikes to be at least 16 years of age.

As the use of e-bikes continues to grow among students, promoting e-bike safety has become an important part of our school's safety efforts. E-bikes can offer a fun, efficient, and environmentally friendly way for students to get to and from school; they require responsible riding practices. The school encourages all students and families to review and follow California laws related to e-bike use, including helmet requirements, age restrictions for certain classes of e-bikes, and safe riding behaviors. Our school supports e-bike safety education, including proper speed control, awareness of traffic laws, and the importance of staying alert while riding. Ongoing collaboration with local law enforcement, Safe Routes to School programs, and community partners promotes safe riding habits and reduces the risk of injury.

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

The Jefferson Union High School District works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe, connected, and take pride in their school and their achievements. Positive relationships between all members of the school community are paramount.

Positive School Climate:

School climate refers to the quality and character of school life. School climate is based on patterns of school life for all stakeholders, including students, parents, and staff. A school's climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation to pursue productive and rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

At Thornton High School, there is a strong correlation between school attendance and graduation rates. We are guided by the following policies to support daily attendance and school belonging.
1.
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2.
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=MznsDslshbQR081kSAyycFNTw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act (Optional)

Students who have witnessed a violent act at school or at a school sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found to be significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

Thornton High School data from the 2024-2025 California Healthy Kids Survey (CHKS) has led our Staff to focus in social and emotional learning (SEL) and family engagement. Areas of focus include:
1. Student to student interaction
2. Goalsetting

3. More opportunities for family input and communication
4. Service to school community
5. Education on substance use
6. While high in value/less in boredom, we can still increase value and decrease boredom

We are also guided by the following Board Policy:
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In addition, Thornton High School has implemented a schoolwide approach to Mental Health support. Programs and services include Social and Emotional Learning (SEL), professional development, teambuilding, circles, mediation, individual/group counseling, triage, lunch activities, events to highlight student achievement or events "just because", and an SEL Professional Learning Community to guide current and future activities. There is also a partnership with TeachWell to support a comprehensive SEL culture.

We are also guided by the following Board Policy:
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Mental Health Supports and School Resource Officers on Campus (EC 32282.1)
(Optional)

Jefferson Union High School District recognizes that to maintain a positive school climate, promote school safety, and increase pupil achievement, mental health and intervention services including restorative and transformative justice programs and positive behavior interventions and support must be prioritized.

The following procedures, protocols, and board polices pertain to how the mental health professionals, school counselors, and school resource officers (if utilized) work directly with students to create and maintain a positive school climate for students:

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Thornton High School is committed to providing a safe, supportive and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

Policy 5131: Conduct Status: ADOPTED
Original Adopted Date: 09/12/2012 | Last Revised Date: 11/17/2020 | Last Reviewed Date: 11/17/2020
The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time or in an unauthorized manner in violation of district policy

Plagiarism or dishonesty on school work or tests

Wearing of any attire that violates district or school dress codes, including gang-related apparel

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Plagiarism or dishonesty on school work or tests

Inappropriate attire

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the item securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours, which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

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Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)
Jefferson Union High School District believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation for all students.

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.
- The Jefferson Union High School District expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable Jefferson Union High School District to monitor, address, and prevent repetitive harassing behavior at Jefferson Union High School District schools.

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Procedures for Preventing Acts of Bullying and Cyber-bullying

Jefferson Union High School District recognizes the harmful effects of bullying on student well-being, student learning and school attendance and works towards providing a safe school environment that protects all students from physical and emotional harm. No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against another student, group of students or school personnel.

In compliance with ED Section 32283.5 Jefferson Union High School District makes available the California Department of Education's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

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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 June 17th, 2025 and adopted by Thornton High School on 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, Thornton High 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
- SMS through Blackboard

Plans for Unforeseen Events

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

In case of severe issues and there is no internet, use local broadcasting radio and television, red phone across schools (internally).

Backup systems: Ensure availability of battery-operated or solar-powered communication devices (e.g., handheld radios, satellite phones).

Multiple channels: Use a combination of emails, phone trees, text alerts, website postings, and social media for updates.

Printed materials: Prepare emergency communication guides and contact lists in hard copy, distributed in advance.

Emergency communication kit for administrators: Portable chargers, hand crank/solar radio, portable generator

Support for Special Needs

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

1. Point Person - VP Lead for Wellness - general communication to self identify if there are needs
2. Wellness + school counselor in collaboration with DCYHC triage needs and outreach

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Thornton High 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, Thornton High 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.

In preparation for any transition to remote instruction, teachers will be required to maintain at least one week's worth of emergency lesson plans. Instructional delivery will primarily occur through Google Classroom or the Synergy Gradebook/Learning Management System (LMS), using asynchronous formats and organized into instructional modules to support student learning.

In the event of a prolonged or severe disruption, the district will utilize online platforms such as APEX or Edgenuity to ensure continuity of instruction.

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.

Digital instructional materials will be distributed through collaboration between the IT Department, the Director of Curriculum, and classroom teachers, ensuring students have access to necessary resources via online platforms.

For students who require non-digital materials, each school site will develop a pick-up schedule offering multiple dates and times to accommodate families' availability. All instructional materials and accompanying instructions will be provided in multiple languages to ensure access and support for all students and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Students will access assignments, resources, and feedback through Google Classroom or Synergy's Learning Management System. Teachers will maintain and communicate regular schedules for posting and collecting work, and support will be available for students needing assistance with navigation or submission. To address equity concerns, students who lack devices or internet access will be provided with loaned equipment or printed packets, and may submit work via in-person drop-off, mail, or scheduled phone/email check-ins.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Thornton High 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:

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.

Manner of Communication:

- Email
- Online curriculum communication platforms (such as Google Classroom or Synergy)
- Phone calls
- Zoom or Google Meet sessions
- ParentVUE for grading and school updates

Timelines and Expectations:

- Staff and teachers are available to respond to inquiries between 8:30 AM and 3:30 PM, Monday through Friday.
- Teachers are not expected to respond to emails, messages, or calls outside of school hours to respect work-life boundaries.
- Communication may occur in person, virtually, or via phone, depending on the situation and accessibility needs.

Frequency of Communication:

- General updates from schools and the district will be provided on a Monday–Friday basis as needed.
- Teachers will update students and families weekly through designated platforms such as Google Classroom or ParentVUE.
- Immediate updates regarding emergency situations or critical changes will be sent as soon as information becomes available.

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.

Device Access:

- Chromebooks are available for students to check out at school sites to ensure equitable access to online learning tools and resources.
- Students who require a device can coordinate with their school's front office or designated site lead for Chromebook distribution.

Support for Educators:

- Teachers and staff experiencing technology-related issues can submit a Help Desk ticket for timely support and resolution.

- Professional development and technical assistance will be provided through the Educational Services Department, as needed to ensure educators are prepared to deliver remote instruction effectively.

Access to Materials and Resources:

- Online instructional platforms, such as Google Classroom and/or Synergy, will be used to post assignments, lessons, and important communications.
- Academic resources and independent study materials will be made available on both the district and school websites for easy access by students and families.
- Early access to Independent Study written agreements are posted on the District's website ensuring clarity around expectations and requirements before beginning remote learning.

Internet Access:

- The district will work with families to support access to the internet as needed, including providing information on low-cost internet programs and, when available, hotspots.

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.

Prioritization of Essential Learning:

- Students' coursework will be aligned with the district's adopted curriculum and California state standards. Each course's objectives, methods of study, and required assignments are outlined weekly to maintain academic rigor and focus on essential standards

Standards-Aligned Learning Objectives:

- Learning objectives reflect grade-level expectations and A–G coursework requirements when applicable, ensuring that students have access to content substantially equivalent to in-person instruction

Monitoring Student Progress:

- Students are expected to submit assignments at least weekly
- Progress is assessed through assignment reviews, quizzes, discussions, tests, demonstrations of skills, and portfolio evaluations
- Teachers report student progress regularly through email, online platforms (e.g., Google Classroom, ParentVUE), phone calls, and virtual meetings (Zoom or Google Meet).
- Teachers are available for communication Monday through Friday, 8:30 AM to 3:30 PM, but are not expected to respond outside these hours

Additional Support and Intervention:

- Academic Tutoring: Access to Paper.Co online tutoring services and teacher support
- Social-Emotional Counseling: Wellness counselors provide check-ins and counseling support as needed
- Virtual Office Hours and Check-ins: Teachers provide scheduled opportunities for live interaction and support throughout the week

Technology Access: Students are issued Chromebooks and Wi-Fi hotspots if needed to ensure participation in remote learning

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Access to Devices and Internet:

- Chromebooks and Wi-Fi hotspots are available to students who need them to access online platforms, assignments, and communication tools.
- Students experiencing homelessness and foster youth are prioritized to ensure uninterrupted access to learning

technology.

Instructional Resources and Services:

- Students have continued access to core curriculum materials, digital platforms (such as Google Classroom, ParentVUE, and school websites), and academic supports regardless of learning environment.
- Communications and instructional materials are made available in multiple languages to ensure that English Learners and their families remain fully informed and engaged.

Support for Specialized Populations:

- Students with Disabilities: Services and accommodations outlined in students' Individualized Education Programs (IEPs) or Section 504 Plans will continue to be implemented during remote instruction or temporary reassignments.
- English Learners: EL students will continue to receive designated and integrated English Language Development (ELD) support through virtual, in-person, or hybrid instruction models.
- Foster Youth and Students Experiencing Homelessness: These students will receive priority access to counseling services, technology, wellness resources, and community-based support as needed.

Monitoring and Outreach:

- School sites and wellness teams will monitor student participation and engagement, following up promptly with students who show signs of disengagement.
- Tiered supports, including personalized outreach and family conferences, will be used to reengage students and address any barriers to access.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services:

- Special education services, related services (such as speech, occupational therapy, and counseling), and accommodations will continue to be provided whether instruction is in-person, virtual, or through a hybrid model.
- Service delivery models may include a combination of in-person services, teletherapy, virtual consultation, and online instructional support, depending on the student's needs and the nature of the disruption.

IEP Meetings:

- IEP meetings will continue to be scheduled and held within required timelines.
- Meetings may take place in person, via videoconference (e.g., Zoom, Google Meet), or by phone to ensure ongoing collaboration with families.

Progress Monitoring:

- Teachers and service providers will monitor student progress toward IEP goals and regularly update families.
- Adjustments to services or supports will be made as needed through the IEP amendment or meeting process.

Access to General Education Curriculum:

- Students with IEPs will continue to have access to grade-level curriculum and instructional materials, with appropriate accommodations and modifications as outlined in their plans.
- Assistive technology and other supports will be provided as needed to enable full participation.

Communication and Support:

- Case managers and service providers will maintain regular communication with families to address concerns, answer questions, and ensure that students' educational needs are met.
- Families can reach out directly to their child's case manager for any additional support or questions regarding IEP implementation.

Englis Leaners (EL)

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

- Schools will affirm and build upon students' cultural and linguistic strengths, providing safe, inclusive environments and strong family partnerships

- EL students will engage in standards-based, rigorous instruction that integrates English language development with academic content across all disciplines
- Educators will use data to monitor EL progress and provide differentiated, tiered supports based on students' unique needs, including support for newcomers, long-term ELs, and ELs with disabilities
- EL students will follow coherent, aligned pathways from early education through graduation, promoting biliteracy and college and career readiness

Professional Learning

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

The Educational Services Department will facilitate training for staff on core digital tools, including Google Classroom, ParentVUE, and StudentVUE. In addition, the district will collaborate with the San Mateo County Office of Education to provide relevant professional development to support remote instruction needs. Ongoing professional learning opportunities and resources will be made available to ensure that staff are prepared to effectively pivot to remote instruction and assessment if necessary.

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.

School-Based Health Services:

- Students have access to school wellness centers and partnerships with local health agencies, including the Daly City Youth Health Center (DCYHC), which provide medical, mental health, and counseling services.
- Physical health services, such as basic medical care and referrals, are coordinated through school nurses and district health partners.

Mental Health Services:

- The district employs school counselors, social workers, wellness counselors, and psychologists who provide individual and group mental health support.
- Crisis intervention services and ongoing counseling are available both on campus and virtually, as needed.

Multilingual Support:

- The district ensures that mental health professionals and community partners include staff members who speak languages other than English, including Spanish and Tagalog.
- Interpretation services are available during counseling sessions, wellness check-ins, and health-related appointments to ensure that language is not a barrier to accessing care.

Access During Remote Learning or Disruptions:

- Health and mental health services remain available through telehealth platforms if in-person services are temporarily suspended.
- Students and families are provided with information on how to access services through the district website, communication platforms, and direct outreach, in multiple languages.

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

Emergency Supply Kits: Each school is equipped with emergency supply kits that include essential items such as bottled water, non-perishable food, first aid supplies, flashlights, batteries, and other necessary materials to support students and staff during emergencies.

Water and Food Provisions: Adequate supplies of bottled water and non-perishable food items are stored at each site to sustain individuals in the event of prolonged emergencies.

Medication Management: Medications provided to the school health offices are securely stored and managed by trained personnel. In emergencies, authorized staff are prepared to administer necessary medications in accordance with student-specific medical plans.

Regular Maintenance and Training: Emergency supplies are regularly inspected and replenished as needed. Staff receive ongoing training to effectively manage emergency situations, including the proper use of emergency supplies and administration of medications.

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:

- Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive services and accommodations, whether through in-person, virtual, or hybrid methods.
- Related services such as speech therapy, counseling, and occupational therapy may be provided via teletherapy if needed.
- IEP meetings will continue to be held within required timelines through videoconferencing or phone meetings.

Counseling and Mental Health Services:

- School counselors, wellness counselors, and social workers will maintain regular check-ins with students through virtual platforms or in-person appointments, depending on the instructional model.
- Mental health support, crisis intervention, and referral services will remain available both remotely and on campus.

After-School Programs:

- Expanded Learning Opportunities Programs (ELO-P) and other after-school services will transition to virtual activities or modified in-person offerings as needed, ensuring ongoing academic support, enrichment, and social connection opportunities for students.

Food Services and Nutrition:

- The district will continue to operate meal distribution programs during closures or disruptions, ensuring students have access to nutritious meals.
- Grab-and-go meal options and delivery models will be activated as necessary, with communications provided in multiple languages to inform families.

Site-Based Collaboration

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

For the initial year, the plan is based on the the previosuly approved Learning Continuity Plan along with the District's Independent Study board policy and administrative regulation. This plan was shared with relevant educational partners for feedback.

Return to Site-Based Learning

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

Health and Safety Clearance:

- Local and state public health authorities must provide clearance that it is safe to reopen based on public health metrics (e.g., case rates, hospitalization rates, guidance on indoor gatherings).

Facility Readiness:

- School sites must undergo inspection to ensure that buildings are safe, utilities are functional, and any damage to infrastructure has been repaired.
- Necessary health and safety supplies (e.g., PPE, cleaning materials, hand sanitizers) must be stocked and available.

Staffing Readiness:

- Adequate staffing levels must be confirmed, including teachers, support staff, custodians, transportation, and food services personnel.

Communication to Families and Staff:

- Clear and timely communication must be provided to families, students, and staff regarding the reopening timeline,

safety procedures, schedules, and expectations.

Transportation and Nutrition Services:

- Transportation routes must be re-established, and meal services must be ready to resume operations according to health guidelines.

Instructional Readiness:

- Teachers and school staff must be prepared to support students' transition back, including academic re-engagement, social-emotional support, and assessing learning needs.

Emergency and Contingency Plans:

- Updated contingency plans must be in place in the event of a need for re-closure, including readiness to pivot back to remote learning if necessary.

Integration with Comprehensive School Safety Plan (CSSP)

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

This Instructional Continuity Plan (ICP) will be included as an integral component of Thornton High 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:

This plan will be reviewed each year along with the California School Safety Plan.

Presence of Immigration Enforcement

The Jefferson Union High School District is committed to ensuring a safe and secure environment for all students and staff and protecting their rights. In the event of the confirmed presence of immigration enforcement on the schoolsite, the Jefferson Union High School District will notify parents and guardians of pupils, teachers, administrators, and school personnel. The content and timing of such notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by the Jefferson Union High School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

The term "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and evaluated annually and amended as needed by the School Site Council or designated School Site Safety Committee. Any updates made to the plan are shared with the law enforcement agency, the fire department, and any other first responder entities consulted in the development of the plan.

School District: Jefferson Union High School District

School Site: Thornton High School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

Incident Command Cards

Fire Watch

Air Quality Guidance

School Closure Guide

Student Threat Assessment Page

Student Threat Assessment Protocol

Suicide Prevention Page

Suicide Prevention Protocol

Commercially Sexually Exploited Children Resource Page

Commercially Sexually Exploited Children Resource Protocol for Schools

Sexual Assault/Sexual Harassment Resources

Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement

Naloxone for Schools Program and Toolkit

Naloxone Toolkit

Violent Release

Student Release

Facilities Guide

TOYFP Book

Trauma-Informed and Inclusive Practices Guide

Lesson Plans
Grade: 1-3 4-5 Middle High