FRANKLIN-MCKINLEY SCHOOL DISTRICT
645 WOOL CREEK DRIVE
SAN JOSE, CA 95112

Think Safety!

Lairon College Preparatory Academy

A Very Comprehensive Digital School Safety Plan

Preface

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

Table of Contents

Preface 2
SB 187 School Safety Plan 6
School Planning Committee 7
Safety Plan Signature Page 8
Action Plan/Annual Safety Goals 9
Safety Plan Goals 10
School Site Council Recommendations 14
Police Recommendations 14
Parent Recommendations 14
Students Recommendations 14
Faculty Recommendations 14
Administrator Recommendations 15
Mandated Policies and Procedures 16
Child Abuse Reporting 17
Suspension and Expulsion Policies 19
Staff Notification of Dangerous Students 21
Sexual Harassment Policy 23
Procedures for Safe Ingress and Egress 31
Daily Ingress/Egress Routes and Evacuation Maps 33
School Discipline 34
Dress Code 37
Drop, Cover and Hold 38
Earthquake Drills 39
Fire 41
Fire Drills 42
Fire /Disaster Drill Report 43
To Report a Lockdown, Shelter-in-Place, or Bomb Threat, Call 911 44
Run, Hide, Defend Assessment Sheet 45
The Basic Plan: Routine and Emergency Disaster Procedures 46
Definitions: Incidents, Emergencies, Disasters 49
Earthquake Overview 50
Levels of Response 51
Response Level Diagram 52
Emergency Phases 53
First Things First 54
District and Parent Responsibilities 55
Emergency Response Procedures: Basic Actions 56
Power Outage/Rolling Blackouts 58

Shelter in Place: Code Blue 59
Bomb Threat 60
Bomb Threat Report Form 61
Intruder on Campus 62
Hostage Situation 63
Poisoning, Chemical Spills, Hazardous Materials 64
Emergency Evacuation Routes and Procedures 66
Medical Emergencies 68
Triage Guidelines 69
S.T.A.R.T Plan Triage Checklist 70
Mental Health Emergencies 71
Suicide 71
Opioid Prevention and Life-Saving Response Procedures 72
Response Procedures for Dangerous, Violent, or Unlawful Activities 74
Instructional Continuity Plan 76
Introduction and Purpose of the Instructional Continuity Plan (ICP) 76
Engagement with Pupils and Families 76
Access to Instruction 78
Instructional Continuity 79
Access (Equity, Accessibility, and Inclusion) 80
Professional Learning 82
Well-Being and Support Services 83
Site-Based Collaboration 83
Return to Site-Based Learning 84
Integration with Comprehensive School Safety Plan (CSSP) 84
Review and Updates of this Instructional Continuity Plan (ICP) 84
Procedures for Immigration Enforcement Notification 85
Procedures Regarding Pupil Smartphone Use During Emergencies 87
Procedures for Sudden Cardiac Arrest Incident 88
Mass Casualty 89
Patient Tracking Sheet 90
Bio Terrorism 93
Immunization & Mass Prophylaxis, Pandemic & Bio Terrorism 95
Responsibilities for a School Disaster 98
Primary Incident Command System Functions 99
Lairon College Preparatory Academy Incident Command Center 100
Staging Areas 101
Emergency Response Teams 102
District Emergency Directory 103

Emergency Communications 104
Media Contact Information 106
Recovery 107
Safety Plan Annual Emergency Plan Checklist 108
Annual Site Hazard Survey 109
Annual Site Hazard Survey 110
American Red Cross 112
Homeland Security Advisory System 116
Board of Education Approval 120

SB 187 School Safety Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

    - Child Abuse reporting procedures
    - Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    - Procedures to notify teachers and counselors of dangerous students
    - Sexual Harassment Policy
    - Safe ingress and egress to and from school
    - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
    - Dress Code
    - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Implementation of Plan

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

School Site Council

Safety Plan Signature Page

The undersigned members of the Lairon College Preparatory Academy School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

See Attached at End of Document for Updated Signature Page

Principal

_____

President, School Site Council

_____

Teachers Association Representative

_____

Classified Association Representative

_____

Parent Representative

_____

Law Enforcement Representative

Action Plan/Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

Goal 1: By June 2027, Lairon will increase 10% of students who respond favorably to a sense of belonging, connectedness, respect and support in the Panorama survey.
Goal 2:By June 2027, Lairon will not exceed 15% chronic absenteeism

Safety Plan Goals

GOAL 1:

The school site will:	As measured by:
By June 2027, Lairon will increase 10% of students who respond favorably to a sense of belonging, connectedness, respect and support in the Panorama survey.	Panorama survey

Strategy 1.1:
As a staff, we have committed to building a safe community through strategies created by our MTSS committee. Reviewing past character lessons and modeling expected outcomes in the areas of respect, responsibility, good citizenship, caring and fairness.
We will allocate 10% of our admin Thursday's time during the school year to review data, success and challenges. 100% of staff will continue to implement strategies to support our goal of increasing connectedness and engagement.

Strategy 1.2:
Lairon will continue to have safety committee meetings comprised of students and principal. 3-6th grade students are nominated by teachers to be a part of the safety meetings. Meetings are held 1x a month and the focus is school safety, culture and climate and generating ideas for keeping a safe campus.

Strategy 1.3:
100% of teachers are committed to have weekly “PAWS” meetings for 10 minutes. Activities utilize a restorative practices approach focused on community building and inclusive practices.

Strategy 1.4:
Wellness Center Liaison will continue to provide and lead class discussions on general identified class needs (sportsmanship, healthy relationships, mental health and wellness and mindfulness). Need based survey and referrals for classroom presentations as well as feedback surveys will be collected throughout the year by the Liaison.

Strategy 1.5:
Lairon will continue to attend relevant MTSS leadership trainings during the 2026-2027 school year. This will deepen our understanding and knowledge of Multi-tiered Systems of Support and trauma informed practices to support the overall growth of students. The team is comprised of site admin, teachers, and support staff.

Strategy 1.6:
Provide continuing support to students to address their immediate and long-term physical, psychological, social and emotional needs. Strategies and supports will continue to be developed in partnership with the Principal, teachers, wellness center liaison, district social worker, SLS support staff and Community Based Organizations. School site strategies will include: Tracking students who utilize the Wellness Center area; providing individual, group and crisis counseling and response services.

Strategy 1.7:
Continue with a focus group of students who have been identified through Infinite Campus and other metrics as needing additional tier 2 and tier 3 support. Activities provided will be differentiated age appropriate activities that will encourage participation in all school activities from upper grade students.

Baseline Data 1.1:
Fall 2027 Panorama Student Survey
69% of students think teachers treat students fairly.

Baseline Data 1.2:
Fall 2026 Panorama Student Survey (3rd-6th grade)
79% of our students say rules are made clear

Baseline Data 1.3:
Fall 2026 Panorama Student Survey (3rd-6th grade)
80% of our students feel that their teachers tell students what will happen if they break rules.

Baseline Data 1.4:

Baseline Data 1.5:

Baseline Data 1.6:

Assessment 1.1:
Monitor progress utilizing the District Panorama survey 2 times annually (Fall and Spring).

Assessment 1.2:

Assessment 1.3:

Assessment 1.4:

Assessment Data 1.1:

1. Findings from Behavioral Incidents and Resolutions Infinite Campus to support decision making include:
NA

2. Findings from LCAP Survey to support decision-making include:

3. Findings from other site based assessments to support decision-making include:
No site-based assessments administered yet.

Comments:

GOAL 2:

The school site will:	As measured by:
By June 2027, Lairon will not exceed 15% chronic absenteeism	California Dashboard

Strategy 2.1:
Review attendance with identified support and district staff and secretary utilizing data from Datazone, Attend and Infinite Campus. Using a tiered model of support, our team will apply prevention and intervention strategies such as enrollment in after school programs, home visits, SLS referrals and family engagement.

Strategy 2.2:
Monitor and provide support or check in's with students who were identified as chronically absent. Wellness Center liaison and Principal will meet with students and families to determine areas of support and provide resources to support positive attendance

Strategy 2.3:

Work with staff on strategies that welcome students to school including:

- Stand outside of the classroom to welcome students each morning.
- Daily meetings to foster relationships with and among students.
- Challenge staff members to learn names of all students in their grade level and beyond.

Strategy 2.4:

Use school events, newsletters, and Parent Square announcements to remind parents about the significance of attendance, school expectations for attendance and on-time arrival, and provide a school contact person to provide support when needed. Parents will be provided with guidelines educating them about when to send their child to school versus keeping them home due to illness at the beginning of every year. Identified support staff and principal will meet with parents and guardian's about student absences.

Strategy 2.5:

Provide teachers with appropriate training, scripts and communication tools to reach out to families for prevention/early intervention. Training will be embedded in the beginning of the 26-27 school year and throughout additional staff meetings.

Strategy 2.6:

Strategy 2.7:

Baseline Data 2.1:

Baseline Data 2.2:

Baseline Data 2.3:

Baseline Data 2.4:

Baseline Data 2.5:

Baseline Data 2.6:

Assessment 2.1:
Dashboard Data

Assessment 2.2:

Attend Platform

Assessment 2.3:

Assessment 2.4:

Assessment Data 2.1:

1. Findings from Behavioral Incidents and Resolutions Infinite Campus which support decision making include:

2. Findings from LCAP Student, Staff, and Parent Survey which support decision making:

3. Findings from site based assessments which support decision making
No site-based assessments administered yet.

Comments:

School Site Council Recommendations

Date of Meeting: 01/16/2026

Location of Meeting: Conference Room/online

List of recommendations to make our school a safer place:
-Continue to implement MTSS
-Consider beautification around school to increase positive culture and climate

- Improve students attitudes, motivations, and structures around State Testing

Police Recommendations

Date of Meeting: 01/09/2026

Location of Meeting: School Office

List of recommendations to make our school a safer place:
-Monthly Check-Ins with the community and school staff
-Continue to do outreach (New Hope for Youth)

- Keep Gates locked during school time.

Parent Recommendations

Date of Meeting: 1/16/2026

Location of Meeting: Office Area - Conference Room : Google meets

List of recommendations to make our school a safer place:
Parents agreed with the current safety plan goals.

Students Recommendations

Date of Meeting: 1/16/2026

Location of Meeting: Conference Room: Google meet

List of recommendations to make our school a safer place:
Continue with the Student Safety Team

Faculty Recommendations

Date of Meeting: 1/16/2026

Location of Meeting: Conference Room

List of recommendations to make our school a safer place:
-Inclusion PD's
-Continue with MTSS training
-Look for other ways to help with attendance issues.

Administrator Recommendations

Date of Meeting: NA

Location of Meeting: Front office

List of recommendations to make our school a safer place:
-Continue to do announcements and raffles
-Lunch with the Principal
-Continue to check all locks on doors and gates to ensure all are in working order
-Help with Student Safety Committee
-Incentives for attendance.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.

- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

- A sexual harassment policy pursuant to Education Code 212.6

- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
    - Firearms on school grounds pursuant to Education Code 3515.7

- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

- If the school has adopted a dress code prohibiting students from wearing
    - "gang related apparel," the provisions of that dress code.
    - Routine and Emergency Disaster Procedures that include:
    - Emergency and Disaster Preparedness Plan
    - Fire Drills
    - Bomb Threats
    - Earthquake Emergency Procedure System
    - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

Child Abuse Reporting Training is provided for all staff through Keenan Safe School Training and completed during the first 30 days of school.

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of child's physical, health, and emotional needs.
    d. Unusual and willful cruelty; unjustifiable punishment.
    e. Unlawful corporal punishment.

2. Not Considered Child Abuse
    a. Mutual affray between minors
    b. Injury caused by reasonable and necessary force used by a peace officer:
        - To quell a disturbance threatening physical injury to a person or damage property
        - To prevent physical injury to another person or damage to property
        - For the purposes of self defense.
        - To obtain possession of weapons or other dangerous objects within the control of a child
        - To apprehend an escapee

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

    The telephone call must be made immediately or as soon as practicably possible by telephone.

    AND

    A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
f. This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.
b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

a. The partner is less than 14 years of age
b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
b. Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 299 2071

F. Staff Training

Suspension and Expulsion Policies

Staff reviewed policies at first staff meeting. Each school shall follow its school discipline plan and consider suspension only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Grounds for suspension which fall under Education Code 48900

a. Caused, attempted to cause, or threatened to cause physical injury to another person
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stolen or attempted to steal school or private property.
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.
m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Committed or attempted to commit sexual assault.
o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period, whether on or off the campus.
d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a. Causing serious physical injury to another person, except in self defense.
b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c. Unlawful possession of any controlled substance, as defined under Ed. Code.
d. Robbery or extortion.
e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance as defined by Education Code.
d. Committing or attempting to commit a sexual assault as defined in the Education Code.

Staff Training

Our staff and students received general procedures and guidelines for our school. School rules and uniforms were discussed. Teachers informed students of the incidents or issues for which students could be suspended. All students were given copies of the guidelines and packets were sent home for parents to read in the three languages supported by the school; Vietnamese, Spanish, and English.

Staff Notification of Dangerous Students

FMSD teaching staff are notified of dangerous students in accordance with Educational Code 49079.

Staff Training

Staff notification is provided annually.Staff is trained on behavior interventions, opportunities to refer for supports, and communication with families about behavior expectations. Progressive discipline and teacher-initiated suspension procedures are reviewed at a staff meeting at the beginning of the school year.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school property or private property.

Committed an obscene act or engaged in habitual profanity or vulgarity.

(Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

BP 5145.7 Students

Sexual Harassment

arrow Previous bar Next arrow
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual

harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: http://www.csba.org

California Department of Education: http://www.cde.ca.gov

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy FRANKLIN-MCKINLEY SCHOOL DISTRICT

adopted: December 13, 2016 San Jose, California

BP 4119.11 Personnel

Sexual Harassment

arrow Previous bar Next arrow
The Governing Board prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the

complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

California Department of Fair Employment and Housing: http://www.dfeh.ca.gov

Equal Employment Opportunity Commission: http://www.eeoc.gov

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/index.html

Policy FRANKLIN-MCKINLEY SCHOOL DISTRICT

adopted: August 22, 2017 San Jose, California

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Firearms on school grounds

Cautionary Notice: - SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Governing Board is committed 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.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.
Prior to an event:

a. Identify off-campus evacuation site(s).
b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization	Seven Trees Community Center
Address	3590 Cas Drive, San Jose, CA 95111
Contact	City of San Jose
Phone Number	408 794-1690
Date of Agreement	November 2017

Secondary Off-Site Evacuation/Assembly Location

Organization	Los Arboles Elementary School

Address	455 Los Arboles Street
Contact	Tina Ybarra, Principal
Phone Number	408- 363-5675
Date of Agreement	November 2019

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

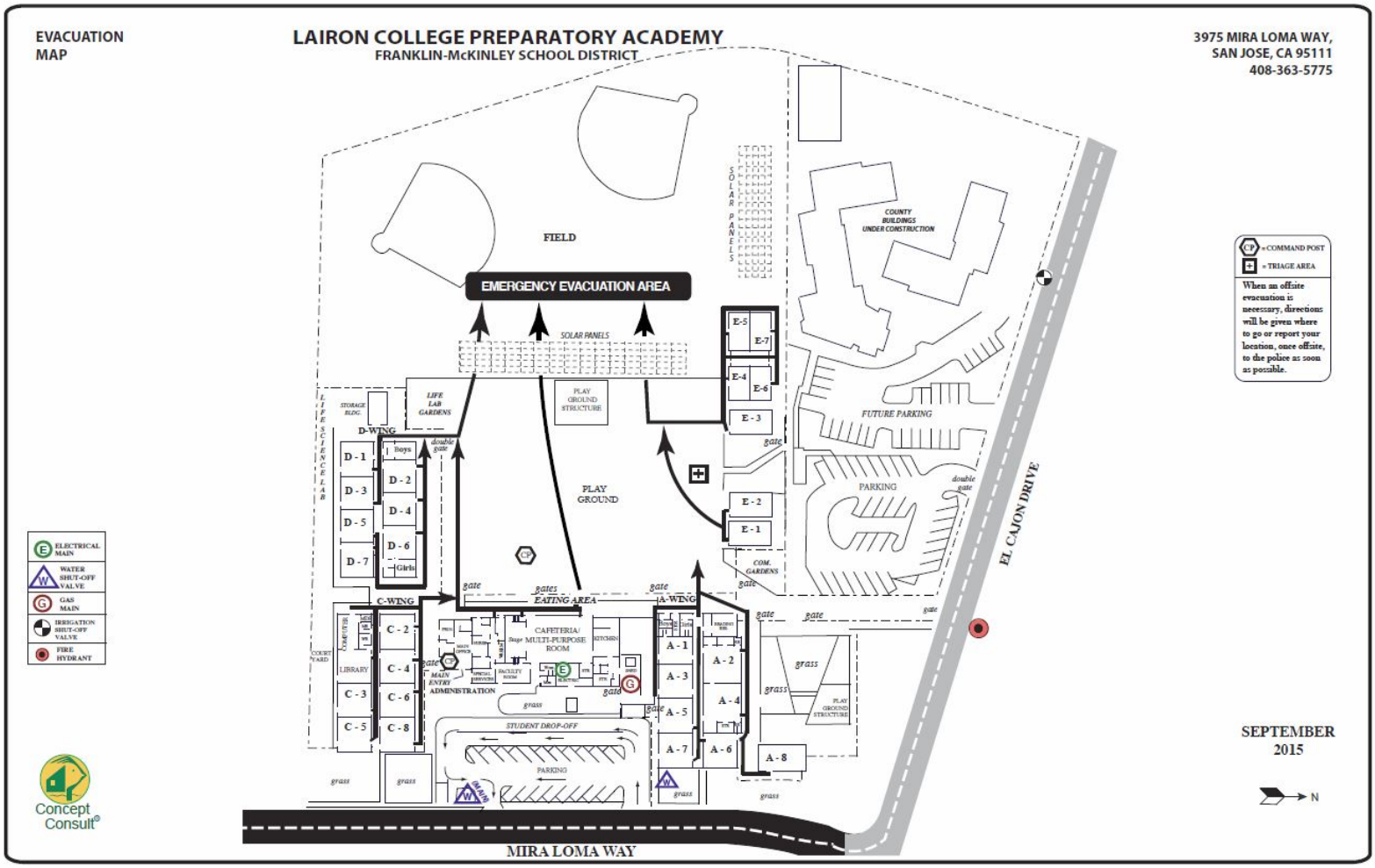
Follow the “Shelter-in-Place” procedures.

C. Staff Training

Insert how the district has in-serviced newly hired staff, and/or how the school site has provided inservicing for staff on an annual basis (meeting, memos, etc.)

The District Special Education Office regularly trains its personnel in safety procedures for their SDC or SPED students. New teachers are mentored by experienced mentors and by the site administration. All staff did the training on Blood-borne Pathogens, Active Shooter training, and Sexual Harassment training.

Daily Ingress/Egress Routes and Evacuation Maps



School Discipline

Franklin-McKinley School District is committed to maintaining a safe learning and working environment and implementing the types of behavior interventions and supports that keep students in school, demonstrate caring relationships, and teach responsibility to themselves and others in the school community.

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:
"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. School Discipline Chart and/or Selected Disciplinary Policies and Procedures
According to Education Codes, Board Policy and school rules, students are required to:
Be diligent in their studies.
Treat school property, private property and other people with respect.
Follow all school and classroom expectations while at school, at District and school activities, and on the way to and from school.
Dress according to District and school site dress policies. All gang-related attire is prohibited.

D. Staff Training
First week of school during PD and in-classroom presentations.

E. Bullying and Hate Motivated Behavior Prevention

Provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought.

Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying.

Assembly Bill No. 9 was approved by the Governor on October 9, 2011.

CHAPTER 723

An act to amend Sections 234, 234.1, 234.2, and 234.3 of, and to add Section 234.5 to, the Education Code, relating to pupil rights.

[Approved by Governor October 9, 2011. Filed with Secretary of State October 9, 2011.]

Legislative counsel's digest

AB 9, Ammiano. Pupil rights: bullying.
Existing law provides that it is the policy of the state to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes, equal rights and opportunities in the educational institutions of the state, and that it is the purpose of existing law to prohibit acts that are contrary to that policy and to provide remedies therefore. Existing law requires the State Department of Education to develop a model handout, posted on appropriate department Internet Web sites, describing the rights and obligations set forth in these provisions and the policies addressing bias-related discrimination and harassment in schools. Existing law also requires the department to monitor adherence to these provisions and, as part of its regular monitoring and review of local educational agencies, to assess whether local educational agencies have adopted a policy that prohibits discrimination and harassment and a process for receiving and investigating complaints of discrimination and harassment, as specified. This bill would require the policy adopted by the local educational agencies to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified. The bill also would require the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified. The bill would make other conforming changes. Because this bill would require local educational agencies to perform additional duties, this bill would impose a state-mandated local program. The bill would require the Superintendent of Public Instruction to post, and annually update, on his or her Internet Web site, and to provide to each school district, a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to 90 school-based discrimination, harassment, intimidation, or bullying, and their families. The bill would make its provisions operative on July 1, 2012. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandate determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:
SECTION 1. Section 234 of the Education Code is amended to read: 234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities. SEC. 2. Section 234.1 of the Education Code is amended to read: 234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200) as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to

school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.

(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.

(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.

(c) Publicized antidiscrimination, antiharassment, anti-intimidation, and antibullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985. (d) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms. (e) Maintained documentation of complaints and their resolution for a minimum of one review cycle. (f) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate. (g) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200). SEC. 3. Section 234.2 of the Education Code is amended to read: 234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted. SEC. 4. Section 234.3 of the Education Code is amended to read: 234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites. SEC. 5. Section 234.5 is added to the Education Code, to read: 234.5. The Superintendent shall post, and annually update, on his or her Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. SEC. 6. This act shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Sections 48907 and 48950 of the Education Code, and other applicable law. SEC. 7. This act shall not be construed to require an exhaustion of any administrative complaint process before civil law remedies may be pursued. SEC. 8. This act shall become operative on July 1, 2012. SEC. 9. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Dress Code

A. If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” insert the provisions of that dress code. The entire dress code can be inserted if desired.

Pants, Shorts, Skirts:
-Black, gray, white or denim
-Skirt/shorts must be fingertip length when the arm is down at the side.
-Leggings must be worn underneath dresses/skirts.

Shirts:
-Black, gray or white
-Lairon t-shirts or sweatshirts

Jackets, Hoodies, Sweaters:
-Black, gray or white

Shoes:
-Shoes are required at all times and should be suitable for physical education activities.

Alternative Dress Days: Will be announced
-College t-shirts or hoodies
-School spirit wear
-Themed spirit days

Dress Code Correction
1st violation - Reminder, Option to call home for alternate clothing
2nd violation - Student choice to change in office -OR- call home for alternate clothing
3rd violation - Student changes in office; Parent signs and returns a copy of Lairon’s uniform policy
4th violation - Admin/parent conference to review uniform policy

B. Staff Training
Insert how the district has in-serviced newly hired staff, and/or how the school site has provided inservicing for staff on an annual basis (meeting, memos, etc.)

Teacher leaders facilitate discuss with staff; teachers discuss in homeroom with students

Drop, Cover and Hold

Earthquake procedures in the classroom or office
At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.
A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation
An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.
Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:
The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a school building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
   - Order an evacuation if the fire alarm doesn't work
   - Call 9-1-1
   - Notify the superintendent

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

a. The Principal or designee shall:
   - Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
   - Notify the Fire Department by calling 911.
   - Notify the Superintendent's office.
   - Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire /Disaster Drill Report

Franklin-McKinley Elementary School District
645 Wool Creek Drive
San Jose, CA 95112

Lairon College Preparatory Academy
3975 Mira Loma Way
San Jose

Date of Drill	Time Drill Was Held	# of Children Drilled	# of Adults Drilled	Total # Drilled	Type of Drill
9/16/2025					Fire
10/21/2025					Fire
11/4/2025					fire
12/9/2025					Earthquake & Fire
1/13/2026					Fire
2/10/2026					Earthquake & Fire
3/10/2026					Fire
4/14/2026					Run, Hide, Defend Drill
5/5/2026					Fire
6/2/2026					Earthquake & Fire

Fire and Earthquake Drills are to be held once a month
(Code of Regulations, Title 5, Section 550)
Code Red/Lockdown drills are to be held annually
Send a copy to the Maintenance Department in June
Original white copy to be retained at school

Administrator's Signature: _____

To Report a Lockdown, Shelter-in-Place, or Bomb Threat, Call 911
Then alert the Superintendent's Office immediately at 408-283-6006

LOCKDOWN (RED)
For Active Shooters or Nearby Police Action

- Immediately get inside a securable room or run away from danger.
- If you must depart the campus because of immediate danger and school staff is not available to give direction, go to a public place and call the police department. Give them your location and name.
- If inside, lock and close all room doors. If applicable, activate the second lock.
- If you're in an open work area or cubicle, find a lockable room or crawl under a desk.
- If possible, move to an area of the room where the range of gunfire is reduced. Stay low to the ground.
- Close the shades or cover the windows with paper.
- Turn off all lights.
- Keep quiet and avoid making unnecessary noises.
- Once the threat is over, law enforcement or administration will be clearing the campus and going room to room to evacuate or give an "all clear".
- If you must defend your area, use the fire extinguisher as a weapon to neutralize the intruder.
- Inform Emergency Personnel as soon as possible for any medical issues or injuries to you or others.

Shelter-In-Place (BLUE)
For Hazardous Materials Spills or Nearby Dangers

- Everyone inside immediately.
- If hazardous materials have spilled and has become airborne, turn off ventilation and close windows.
- Close and lock ALL entrances into classrooms or buildings where staff and students are located.
- Staff may continue with their regular inside routine during lockdown.
- Administrators will keep staff and students updated as information becomes available.
- IMPORTANT – Everyone must stay inside until the "ALL CLEAR" is sounded by an administrator.

Building Evacuation (Gray)
Bomb Threats, Earthquakes or other On-Site Dangers

- Evacuate all buildings and rooms (in case of earthquakes, First -"Drop, Cover and Hold" until shaking stops) to on-site staging area. Take red emergency backpack.
- Do not touch, pick-up or step on any packages or objects.
- As soon as possible and when time permits, take roll. Account for all staff, visitors and students.
- Leave ALL private backpacks and bags behind.
- If off-site evacuation is necessary, follow instructions from administrators or staff.
- Everyone must stay outside until the "ALL CLEAR" is sounded by an administrator or officials.
- Notify first responders, staff or an administrator of any medical issues.

Run, Hide, Defend Assessment Sheet

Team Member: Joseph Hannah

Building: Lairon

Date of Code Red Drill:

Date of Code Red Drill Training:

Room	Door Barricade	Windows Covered	Lights	Interior Barricade	Teacher/Students behind Barricade	PE at Gates	All Clear Code	Evacuation Yes / No
A1	X	X	X	X	X			No
C2	X	X	X	X	X			No
C3	X	X	X	X	X			No
C4	X	X	X	X	X			No
C5	X	X	X	X	X			No
C6	X	X	X	X	X			No
C8	X	X	X	X	X			No
D1	X	X	X	X	X			No
D2	X	X	X	X	X			No
D3	X	X	X	X	X			No
D4	X	X	X	X	X			No
D5	X	X	X	X	X			No
D6	X	X	X	X	X			No
D7	X	X	X	X	X			No
A2	X	X	X	X	X			No
A3	X	X	X	X	X			No
A4	X	X	X	X	X			No
A5	X	X	X	X	X			No
A6	X	X	X	X	X			No
A8	X	X	X	X	X			No

The Basic Plan: Routine and Emergency Disaster Procedures

The Basic Plan addresses the Franklin-McKinley Elementary School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Franklin-McKinley Elementary School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements
The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives
- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:
- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.

- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102
It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.
Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan
Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Adaptations for Students with Disabilities

Definitions: Incidents, Emergencies, Disasters

Incident
An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency
The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster
A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	**Richter Magnitude**	**Intensity Effects**
Minor Earthquake	**1 to 3.9**	**Only observed instrumentally or felt only near the epicenter.**
Small Earthquake	**4 to 5.9**	**Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.**
Moderate Earthquake	**6 to 6.9**	**Moderate to severe earthquake range; fault rupture probable.**
Major Earthquake	**7 to 7.9**	**Landslides, liquefaction and ground failure triggered by shock waves.**
Great Earthquake	**8 to 8+**	**Damage extends over a broad area, depending on magnitude and other factors.**

Levels of Response

Check with the local police department; these may be in reverse order for your community.

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase
On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency
A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster
A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Franklin-McKinley Elementary School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster
Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram

1. Major Disaster	**Level 1: Major Disaster** On-scene incident Commander(s) (multiple school sites) communicates with District EOC under Command of EOC Director District EOC communicates
2. Local Disaster	**Level 2: Local Disaster** On-scene incident Commander(s) (multiple school sites) Communicates with Abbreviated District EOC under Command of EOC Manager
3. Local Emergency	**Level 3: Local Emergency** On-scene incident Commander (Site Coordinator) Communicates as shown in Classroom Emergency & Critical Incident Plan Based upon size of emergency, an Abbreviated District EOC may be activated.
0. Readiness & Routine	**Level 0. Readiness & Routine** Day-to-day response by District

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase
Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase
The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase
Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase
Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www,ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities

District Responsibility
If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Parent Responsibility
Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures: Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable
g. At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings
    - Immediately **TAKE COVER** under desks or tables and turn away from all windows
    - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
b. Outside of School Buildings
    - Earthquake: move away from buildings
    - Take a protective position, if possible
c. Explosion/Nuclear Attack:
    - Take protective position, **OR,**

- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOM**E consists of:
a. Dismissal of all classes
b. Return of students to their homes by the most expeditious

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

Preparing for an Outage

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

During an Outage

- CONTACT MAINTENANCE & OPERTIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter in Place: Code Blue

Shelter in Place/Code Blue may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Code Blue/ Shelter in Place:

- SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN. Remain quiet to hear critical instructions from school officials.
  If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
- The most important information is:
- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
- Your name
- Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

Bomb Threat Report Form

School:	**Time Call Received:**	**Call Taken By:**
Time:	**Time Caller Hung Up:**	**Title:**
	Caller ID Info (*69)	

Questions to Ask:	**Exact Wording of Threat:**							
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE/Code Blue or LOCKDOWN/Code Red alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are In an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- If and when possible, call Administration and/or 9-1-1.

Poisoning, Chemical Spills, Hazardous Materials

POISONING:
If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:
The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office INSERT with the following information:
- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills
Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up
Chemical Spills may not be cleaned up by school personnel. Call the District Office at INSERT NAME AND NUMBER. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain

Anti-Freeze

Break Fluid

Airborne Gases/Fumes

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office INSERT CONTACT AND PHONE NUMBER.

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

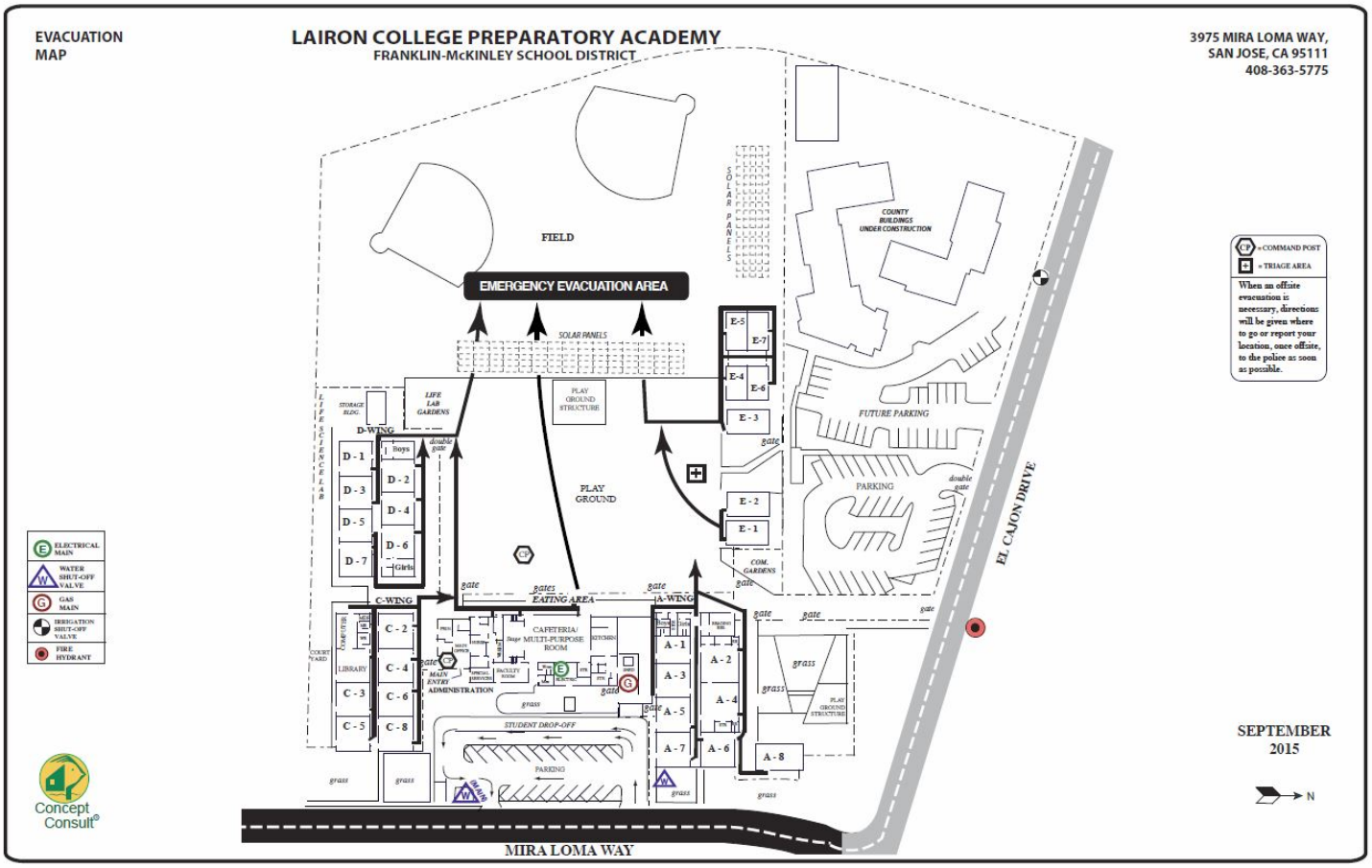
When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Emergency Evacuation Routes and Procedures



In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Mental Health Emergencies

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't leave the person alone for even a minute.
- Don't act shocked or be sworn to secrecy.
- Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't let the person convince you that the crisis is over. The moat dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Opioid Prevention and Life-Saving Response Procedures

As described in FMSD BP 5131.6 The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep District schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning. The Superintendent or designee may develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs.

In addition, AR 5141.21, allows for emergency response for the following:

Emergency Epinephrine Auto-Injectors
The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)
At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a District administrator if the District does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescriptions may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition,epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414) Information regarding defense and indemnification provided by the District for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414) A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto- injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose
The District has elected to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) When available at the school site, the trained school staff shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and

explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the District does not have a qualified supervisor of health, a District administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

Response Procedures for Dangerous, Violent, or Unlawful Activities

I. Purpose

The purpose of this Response Procedures Safety Plan is to ensure the protection of students, staff, and visitors by establishing clear, consistent, and legally compliant protocols for responding to dangerous, violent, or unlawful activity occurring on or near district property.

This plan aligns with California Education Code requirements, local law enforcement coordination protocols, and district emergency operations procedures.

II. Guiding Principles

1. Student and Staff Safety First – Immediate protection of life and prevention of harm is the top priority
2. Clear Command Structure – Incident Command System (ICS) protocols will be followed.
3. Rapid Communication – Timely, accurate communication with staff, families, and emergency responders.
4. Equity & Care – Trauma-informed and culturally responsive response practices.
5. Collaboration with Law Enforcement & First Responders – Ongoing coordination with local authorities.

III. Definitions of Covered Incidents

This plan applies to, but is not limited to:

- Physical altercations or assaults
- Weapons possession or use
- Threats of violence (verbal, written, or digital)
- Active assailant situations
- Gang-related activity
- Drug distribution or illegal substances
- Trespassing or unauthorized persons
- Vandalism or property destruction
- Civil disturbances
- Bomb threats or suspicious packages

IV. Immediate Response Protocols

Incident Identification

Any staff member who observes or receives credible information about dangerous, violent, or unlawful activity must:

1. Immediately notify the school office or site administrator.
2. If imminent danger exists, call 911.
3. Activate site-specific emergency protocol (lockdown, shelter-in-place, evacuation, etc.).

V. Communication Procedures

Internal Communication

- PA announcements
- Two-way radios (if available)
- Emergency notification systems

Parent/Guardian Communication

- Automated messaging system (phone, text, email).
- District website updates.
- Social media updates as appropriate.

Media Communication

- All media inquiries routed through the Superintendent's Office.

- Protect student privacy per FERPA.

VI. Prevention & Training

- Annual emergency drills (fire, lockdown, earthquake, etc.)
- Staff training on de-escalation techniques.
- Student education on reporting threats.
- Anonymous reporting system.
- Anti-bullying and violence prevention programs.

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 and adopted by Lairon College Preparatory Academy 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, Lairon College Preparatory Academy 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.

Franklin-McKinley School District uses cloud-based communication services that would be available in case of a local emergency requiring a school closure. Parents, students, and staff are all used to the use of the various communication tools the district has available.

Support for Special Needs

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

FMSD consistently provides social and emotional and mental health supports for students and families. The district has an online referral process coordinated by School Social Workers and School Linked Services Coordinators linking families to different community providers that can provide individual therapy, family therapy, school and tele-health support if needed for students. Each middle school has an academic counselor and the district has 4 full-time School Social Workers. School Social Workers work under the ethical and legal guidance of the Board Of Behavioral Sciences, School Social Worker Association of America and the National Association of Social Workers.

School Social Workers and other identified support staff will provide crisis intervention and risk assessment for students as needed.

Daily student Check-in
Staff will have daily temperature check-ins with students to gauge student's social and emotional well being throughout the day. Staff, if noticing a student's mood may be impacted will encourage students to talk to a counselor or will submit an online referral for more support.

Evidenced Based Social and Emotional Curriculum
To effectively support the social and emotional well-being of students the district has adopted Second Step as the evidenced based curriculum to support students in PK-8th grade. Students engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. Resources supporting universal practices across the year include guidance for implementing school wide SEL lessons, guidance for weekly community circles, and guidance for daily integration of SEL based upon the district's adoption of the Collaborative for Social and Emotional Learning (CASEL) framework.

Supports for mental health promotion, awareness, and supports are outlined in the table below:
Tier 1: Support for All Students- Universal Mental Health Promotion and Awareness Strategies Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

Tier 2: All Tier 1 Strategies Continue While Adding Tier 2
Targeted Strategies Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize tiered systems of support, staff will identify students in need of supportive interventions and provide support and linkages. with a focus on connecting students to school and supporting their engagement.
All previous tiered supports and services adding the below:
-Check-in/Check-out
-Intensive Social Skills teaching
-Linkage to community-based services School-based mental individual counseling/tele-health therapy services (in person or virtually) for students and their caregivers

Tier 3: All Tier 1 and 2 Strategies Continue While Adding Tier 3
Intensive Strategies: Individualized support to increase students overall well-being and overall academic success. Continuing to use referral sources to identify students in need of intensive support.
All previous tiered supports and services adding the below:
-Multi-agency collaboration (wrap-around services)

-District guidance also includes crisis response procedures - including procedures for suicide risk assessment , threat assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Access to Instruction

Timeline for Access to Instruction

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

As required, Lairon College Preparatory Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

When an emergency requires school closures remote instruction will be aligned to Independent Study standards.
Schedule/Delivery of instruction will be determined based on the nature of the closure and availability of resources in consultation with employees and families.

The Learning Management System for the district is Google Classroom and Clever. Zoom is available for all staff and students to hold meetings and synchronous sessions.

The state minimum instructional time will be followed with both synchronous and asynchronous activities.

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, Lairon College Preparatory Academy 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.

If a school closure is for fewer than 5 days teachers will assign asynchronous homework tasks. There is no expectation of synchronous instruction during a short closure. For longer school closures the district will implement synchronous instructional

sessions and assign asynchronous homework tasks meeting the state's minimum instructional minutes for Independent Study programs.

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.

Franklin-McKinley School District has sufficient digital tools (I-Pads and Chromebooks) for a 1:1 deployment. Each student has a device assigned to them and used daily that will facilitate the quick deployment and knowledge of use. If student does not have access to WiFi from home the district will issue Hotpot.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

All Franklin-McKinley School District students have access to instructional materials via a single sign in system (Clever). This allows students easy access to all students and the students and families are familiar with this system as it is used daily.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

The district will can temporarily reassign students to other schools or one of its closed campuses if it deems it safe to reassign students.

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.

Families students, and staff will have regular communication from District officials in case of an emergency school closure. The District will use its regular messaging system (ParentSquare) to communicate about the emergency school closure and any next steps on how we will support students and families. It will also post all information on the district website and on its social media platforms.

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.

Franklin-McKinley School District has sufficient Chromebooks and I-Pad inventory for a 1:1 deployment. Distribution may take 3-5 days in a district-wide emergency. The district has access to community WiFi through our high school district partner but in the cases where that is not an option we will distribute hotspots so students have access to WiFi. Students are knowledgable on how to use our digital tools as they use them in-school on a daily basis.

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.

FMSD will offering the minimum instructional minutes.

DAILY INSTRUCTIONAL MINUTES
Transitional Kindergarten/Kindergarten: 180 minutes
Grades 1-3: 230 minutes
Grades 4-6: 240 minutes
Grades 7-8: 240 minutes

Teachers would provide synchronous instruction to students daily as follows:
Transitional Kindergarten/Kindergarten: 45-125 minutes
Grades 1-3: 60-180 minutes
Grades 4-8: 90-150 minutes
Grades 7-8: 120-150 minutes

Teachers will use the regular standards-aligned curriculum and resources to provide both synchronous and asynchronous lessons. The District's goal is to have100% of students participate daily. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with students or families. The students' participation will be recorded daily and will be communicated to families along with academic progress via our SIS In order to ensure the minimum instructional minutes. The student work, both synchronous and asynchronous, will be determined and certified by the regular classroom teacher. Parent-Teacher conferences will be held for students not connecting to their synchronous sessions and/or not completing the asynchronous lessons.

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.

Franklin-McKinley School District is committed to promoting equity, accessibility, and, inclusion for all students to access ints instructional program. This will continue during an emergency school closure. The district's commitment to offer students uninterrupted access to high-quality education and support services will be the guiding principals in how we respond in these

emergency situations. We will ensure that EL, McKinney-Vento, Foster Youth, and Special Needs students get the supports needed for them to access instruction.

English Learners
During synchronous live instruction, teachers will be expected to provide designated ELD as well as research-based instructional practices to support the language needs in a safe, culturally responsive manner. Teachers will provide additional small group instruction using synchronous instruction above and beyond the designated ELD time block for students. Instructional materials or applications available in students' primary languages will be available for students to use even if the teacher is not bilingual to provide EL students with access to learning and enrichment in the language they understand. The District will continue to use Lexia to provide individualized learning paths for students in Reading. The District also uses Language Line for all employees to use when there is a need to communicate with families.

Support for in Students in Foster Care or who are experiencing Homelessness
The District employs a McKinney-Vento and Foster Youth liaison.This employee will work directly with families and students who are experiencing homelessness and ensures that they have the resources needed for day to day living and access to education as well as with foster youth and related service providers to ensure we are providing services and supports for students. Our McKinney-Vento liaison is responsible for the coordination of social and emotional services for students and families experiencing homelessness. The liaison will continue to work with support staff to assess students' individual needs and provide support or put them in contact with support providers including community based organizations. The liaison will also ensure that all students needing technology and/or internet access receive them. Social and emotional support will be provided by counselors and Student Wellness and Support Services staff. School Social Workers assigned to each school site connect with Foster Youth and McKinney-Vento students regularly to review progress and attendance and address any concerns students may have. In addition, we maintain strong partnerships with Department of Family and Children Services and County Office of Education addressing best practices and compliance requirements.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with Exceptional Needs
For students with exceptional needs, the district must determine, on an individual basis, whether each student could benefit from online or virtual instruction, in Instructional telephone calls, and other curriculum-based instructional activities. Students with IEPs will be provided the same opportunities as non-disabled peers. Educational packets may still be used with some students for which synchronous learning may not be feasible at them. Special Education Teachers will use materials in accordance with each student's IEP. Special Education Teachers/Case Managers will provide in writing to parents of the student, the student's daily schedule including time and the URL for synchronous meetings, asynchronous time and activities, and the schedule of related services. Distance Learning is provided to students with exceptional needs include Special Education academic instruction, related services, and any other services required by a student's individualized education program (IEP) with accommodations necessary to ensure that it can be implemented in a virtual environment.

English Leaners (EL)

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

Franklin-McKinley School District is committed to ensuring that English Learners (ELs) receive comprehensive instruction through a well-structured framework aligned with the California English Learner Roadmap and research-based practices for language development. EL students will be provided with both designated English Language Development (ELD), which targets language instruction based on individual proficiency levels, and integrated ELD, which is embedded within content-area instruction to promote language acquisition in academic contexts. Oral language development is emphasized during synchronous instruction, while asynchronous materials are designed to strengthen listening, reading, and writing skills in alignment with subject-area content. Teachers consistently monitor students' language growth and academic progress through formative assessments and

English Language Proficiency Assessments for California (ELPAC) data, using this information to implement timely and targeted instructional interventions. To enhance instruction and communication, trained bilingual instructional aides offer small-group support, assist in translating educational materials, and help facilitate family engagement. SMUHSD maintains strong partnerships with families through English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, multilingual communications, and digital workshops that help families navigate learning platforms and support their students' academic success. The district remains committed to administering both initial and summative ELPAC assessments in accordance with California Department of Education (CDE) guidelines and local public health protocols, ensuring that English Learners continue to receive the support and recognition necessary for their linguistic and academic growth. SMUHSD's Multilingual Learner Programs exemplify the California EL Roadmap in action. By combining culturally affirming practices, robust instructional design, data-driven improvement cycles, and deeply rooted community partnerships, SMUHSD is building a system where English Learners are not only supported—but empowered to thrive. The California English Learner Roadmap is grounded in four key principles: 1. Assets-Oriented and Needs-Responsive Schools, 2. Intellectual Quality of Instruction and Meaningful Access, 3. System Conditions that Support Effectiveness and 4. Alignment and Articulation Within and Across Systems. SMUHSD's approach is deeply aligned with these pillars through thoughtful program design, rigorous data-informed practice, strong student and family support systems, and an inclusive mindset. 1. Assets-Oriented and Needs-Responsive Schools ? SMUHSD centers its Multilingual Learners (MLs) through personalized typologies (e.g., Newcomer, Medium-Term, and Long-Term MLs) and tailored programs like the Newcomer Programs (Bridge Academy, Capuchino, Hillsdale, San Mateo) and our Standard Program with integrated supports and designated eld courses. ? Family Engagement Coordinators and District English Learner Advisory Committees (DELAC/ELAC) ensure that families have a voice and culturally responsive access to school systems. ? Programs and workshops are offered in multiple languages, along with Spanish-language newsletters and cafecito-style meetings at schools. 2. Intellectual Quality of Instruction and Meaningful Access ? SMUHSD has adopted National Geographic's "Lift", "Pathways" and "Impact"curricula for Designated ELD (D-ELD) and ML English instruction, aligned with California ELD and ELA standards. Students progress through a well-defined placement and advancement system, with pathways tracked from entry to reclassification, including advancement through ELD and standard program English classes. Over 97% of ML students in 2024 advanced in their English course level districtwide, demonstrating high instructional impact. ? Teachers participate in year round PLCs to continuously share and learn about best practices and engage in cycles of inquiry around student work and progress. 3. System Conditions that Support Effectiveness ? All ML students are monitored until reclassification and RFEP students are tracked for four years post-reclassification. ? Professional development includes: Universal Design for Learning (UDL), and District-wide PD, PLCs for ML English, D-ELD, CLA, and site-led mentoring initiatives ? ML specialists review student grades every 6 weeks and assign targeted interventions like tutoring or mentoring. ? Staff have multiple spaces to encourage positive and supportive conditions, and support an asset based lens to effectively support ML students. 4. Alignment and Articulation Within and Across Systems ? SMUHSD facilitates transcript evaluations, intake counseling, and rapid enrollment for newcomer students. ? Community partnerships with organizations like CORA, El Centro, and Medi-Cal provide wraparound supports such as: Mental health counseling, Legal aid, Substance abuse education, Financial literacy for students and caregivers

Professional Learning

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

Professional development sessions will be provided to certificated staff on the use of the learning platform and virtual tools to effectively support students. Sessions will include asynchronous training on remote learning platforms such as Google classroom, and live synchronous sessions focused on curriculum and instruction in all subject areas including math, English Language Arts, Science, Social Science, Special Education and Assessment. Ongoing professional development will be provided to teachers on designated days to include: Math standards and assessment using Eureka Math; the continuation of training using the adopted ELA curriculum Journeys to include ELD; LEXIA reading and optional sessions to include Social-emotional Learning, and interactive lesson tools. Professional learning opportunities will be provided to both certificated and classified staff. The goal will be to strengthen core Tier I instruction, assessment practices and use of technology in remote learning.

FMSD will make every effort to provide quality professional development by identifying and offering sessions by effective facilitators and staff developers. Presentations will employ best practices in adult learning modeling strategies and tools for participants. All sessions will require a participant feedback form for evaluation and feedback. All school have Technology Mentors who are teachers who are able to provide technological support to staff and parents. These teachers will serve as a resource to peers at their respective sites in using Google applications as well as Google Classroom.

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.

Franklin-McKinley School District is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, particularly during times of emergency or disruption. The district recognizes that academic success is closely linked to health and wellness, and therefore ensures that all students continue to have access to professional support services, regardless of whether we are in-person or remote learning. The District implements a Multi-Tiered System of Supports (MTSS) to ensure that wellness services are equitable and responsive to varying levels of student need. The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular survey administration and ongoing assessments by staff of student engagement and participation. Families and students will be connected to resources based on assessed needs and fulfill all mandated reporter duties.The District has bilingual staff that will connect students and families with an identified need and support them in connecting with school and community services in their preferred language.

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

Franklin-McKinley School District has an emergency preparedness to ensure the safety and well-bing of all students and staff during a natural disaster or prolonged school closure. The district is equipped with strategically stored backup supplies, including food, water, and first aid materials to support students and staff for several days. In the event of a power outage the district is prepared to secure and distribute the resources as needed. The District also works closely with local emergency services and public health agencies to ensure a coordinated response, if necessary, to access addtional supplies or supports during an extended emergency.

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

Franklin-McKinley School District is committed to ensuring the continuity of essential student support services—including special education, counseling, after-school programs, and food and nutrition services—during any emergency or transition to remote learning. Special education services will continue to be provided in alignment with students' Individualized Education Programs (IEPs), including specialized academic instruction, speech and language services, and other related supports. These services will be delivered in-person when possible, or through virtual formats and flexible scheduling to meet individual student needs when remote learning is required. School social worker, academic counselors, and wellness staff will remain accessible to students for academic guidance, mental health support, and crisis intervention through scheduled appointments, digital check-ins, and virtual office hours. After-school enrichment programs will adapt to online platforms when necessary, offering structured social opportunities that promote continued engagement and learning beyond the school day. Additionally, the District's Child Nutrition Services Department will ensure uninterrupted access to meals for all students. In remote learning, meals will be distributed at designated school sites as "grab-and-go" packages, with communication provided in multiple languages to ensure all families are informed. The district is prepared to adjust these services based on public health guidance, always prioritizing the safety, access, and well-being of the school community.

Site-Based Collaboration

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

The development of Franklin-McKinley School District's Instructional Continuity Plan (ICP) was informed by broad stakeholder engagement, ensuring the plan reflects the diverse needs of the school community. Input was gathered from administrators, faculty, technology staff, students, and families through a variety of methods, including surveys, advisory meetings, and community forums. The district particularly prioritized feedback from its District Advisory Committee, DELAC, and other parent and student groups to identify barriers to access, support needs, and priorities for academic and social-emotional continuity. This input played a key role in shaping decisions related to instructional models, technology access, student wellness, and support for

vulnerable populations. The collaborative process ensured that the ICP is responsive, inclusive, and aligned with the district's equity-focused mission.

Return to Site-Based Learning

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

Before resuming in-person instruction following an emergency or disruption, Franklin-McKinley School District will assess a comprehensive set of conditions to ensure the safety and readiness of all school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food services, transportation systems, and health and safety protocols must be fully operational. The District will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, the district will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Lairon College Preparatory Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Lairon College Preparatory Academy'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 Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

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

Site Administrator: Respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

An ICE (Immigrations and Customs Enforcement) administrative warrant or a subpoena for production of documents or other evidence
Inform the officer: "I cannot consent to any request without first consulting with our Superintendent's Office and/or our district's legal counsel for direction."

A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required.
Inform the officer: "I must receive a directive from my Superintendent's Office before providing you, the officer, access to the person or materials specified in the warrant."

If a federal judicial warrant is presented to see a student, notify the parent/guardian before officer(s) speak or remove the student.

Make sure all documents have been sent to the Superintendent's Office and wait for further instructions

If the Superintendent confirms that there is a federal judicial warrant for immigration enforcement then that will trigger the notification requirement.

Required Notification Recipients

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

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

Notification Timing

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

When the District has confirmed that there was immigration enforcement on a school site the District will send a message using its regular school notification platform (ParentSquare). Using our regular communication tools will avoid creating panic but.at the same time make sure the families are aware and can take measures to protect themselves and their children.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The notification will be sent out in accordance to the level of enforcement and impact to the school community. If the immigration enforcement is active the notification will be made immediately to protect students, staff, and families. The timing and content of the notification will depend on the level of risk to staff, students, and families.

Privacy Constraint

The notification shall not include any personally identifiable information.

the notifications are intended to provide enough information to help protect staff, students, and families and do not need to have will details that would contain personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The District will use its two-way communication platform (ParentSquare) that delivers the message via email, text, and voice. Parents and staff are familiar with our communication platform. The system verifies receipt of the messages and records all two-way communication.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

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

The plan will be evaluated and amended as needed annually as part of the school safety plan by March 1st.

Public Availability

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

The plan is available to inspect by the public on the district website or by hardcopy at each school site.

State Guidance

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

The plan will align with the checklist for developing a comprehensive school safety plan.

Procedures Regarding Pupil Smartphone Use During Emergencies

NOTES ABOUT THIS SECTION

The inclusion of this section in the Comprehensive School Safety Plan (CSSP) is required by Assembly Bill 962 (AB 962) if the school intends to maintain the authority to prohibit or limit a pupil's use of a smartphone during an emergency or perceived threat of danger. If these circumstances are not explicitly addressed here, pupils retain the right to use their smartphones during such events.

The governing board of the school district, county board of education, or charter school must develop and adopt a policy to limit or prohibit pupil smartphone use no later than July 1, 2026, and update it every five years. The policy's goal must be to promote evidence-based use of smartphone practices to support pupil learning and well-being, and its development must involve significant stakeholder participation (pupils, parents, and educators)

Current policy:
Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

District is in the process of developing a new board policy as required by AB 962 that will be in effect by July 1, 2026.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil’s individualized education program (IEP).

This is our current policy.

Procedures for Sudden Cardiac Arrest Incident

A staff member will initiate appropriate actions by calling 911, having someone grab the AED device, notify the front office staff/administration, who will then notify a family member that 911 is on the way.

The administrator or designee will initiate appropriate actions, which may include using the AED device and evacuating. In addition, school nurses may be called to provide support if not on campus.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
- Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home

Patient Tracking Sheet

Mass Casualty

Page_____

Hospitals in Santa Clara County
Published on: 7/2/20145:01 PM
The following is the list of hospitals in Santa Clara County. Please call the individual hospitals to find out what specific services are available. Note the the hospitals are arranged below in alphabetical order.

EI Camino Hospital Los Gatos
815 Pollard Road
Los Gatos, CA 95032
408.378.6131

EI Camino Hospital Mountain View
2500 Grant Road
Mountain View, CA 94040
650.940.7000

Good Samaritan Hospital
2425 Samaritan Drive
San Jose, CA 95124
408.559.2011

Kaiser Permanente - Santa Clara
710 Lawrence Expressway
Santa Clara, CA 95051
408.851-1000

Kaiser Permanente - San Jose
250 Hospital Parkway
San Jose, CA 95119
408.972.700

Lucile Packard Children's Hospital
725 Welch Road
Palo Alto, CA 94304
650.497.8000

O'Connor Hospital
2105 Forest Avenue
San Jose, CA 95128
408.947.2500

Regional Medical Center of San Jose
225 N. Jackson Avenue
San Jose, CA 95116
408.259.5000

Saint Louise Regional Hospital
9400 No Name Uno
Gilroy, CA 95020
408.848.2000

Santa Clara Valley Medical Center
751 S. Bascom Avenue
San Jose, CA 95128
408.885.5000

Stanford Hospital and Clinics
300 Pasteur Drive
Stanford, CA 94305
650.723.4000

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	Hospital

Signed _____ **Date**_____

Bio Terrorism

Anthrax Threat

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as “Anthrax”

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodbourne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodbourne botulism, except that the gastrointestinal signs sometimes associated with foodbourne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur

Immunization & Mass Prophylaxis, Pandemic & Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health Department, City of San Jose and school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps
The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

1) Statement of Agreement signed by Santa Clara County Public Health Department, City and school district
2) Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
3) Establish that the City will provide security for the school district site
4) Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.
5) Ensure a manager is provided by the Public Health Department to oversee center operations
6) Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department
7) Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

1) Superintendent's Office: Juan Cruz (408) 283-6006
2) School District Security: Sandy Guervara 408-283-6024
3) Custodial Services or Facilities: Oti Enriquez (408) 283-6024

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be utilized. The school district official then follows the guidelines shown below:

1) Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
2) If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
3) Contact principal of the school site being converted into an immunization center (mass prophylaxis center)
4) Prior to turning school site over to the Public Health Department as an mass prophylaxis center, school site personnel will:
    - Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
    - Inventory useable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
    - Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public
5) SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

1) School site personnel compares supplies and materials used, physical property loss and damages
2) Both Public Health Department City and school site personnel inspect shelter site for
    - Material and supplies used
    - Property loss
    - Property damage
3) When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)
4) Business Services
    - Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
    - Formalizes letter Public Health Department to file a claim covering loss and material usage

Inventory

Lairon College Preparatory Academy

Portion of School Used as a Mass prophylaxis center
(Gymnasiums only)

Current Useable Inventory			**Inventory Used by Mass Prophylaxis Center**	
Date Inventory Taken:			Date Inventory Taken	
Description	**Quantity on Hand**	✓	**Quantity Used**	**Comments**
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Liquid Soap				
Sanitary Supplies				

The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Site Personnel Signature	Date
Mass prophylaxis center Manager Signature	Date

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components
Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervising more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common Terminology:
All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording

How ICS Functions
This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions

Incident/School Commander (The “leader”)
The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the INSERT School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")
The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")
The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")
The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")
The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure
Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities
- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

Lairon College Preparatory Academy Incident Command Center

Incident Commander (IC)
Joseph Hanna

Supervises the event and assigns all positions. The IC is responsible for all personnel and students on campus. Depending upon the situation and available staff, the IC takes on many roles and positions in the command staff

Command Staff

PIO: The PIO is the point of contact with the media and the general public.
Superintendent

Liaison: This position is the link between outside support agencies.
District Staff

Safety: This position reviews all actions and tasks assigned by the IC or any of the section chiefs.
Alma Fernandez

*** Indicates second in command for each team**

Operations Chief (OC)	Planning Chief (PC)	Logistics Chief (LC)	Admin Chief (AC)
Joanna Unger *The OC is responsible to provide resources, personnel and equipment for the incident.*	Richard Algea *The PC is responsible to provide all procedures, plans, technology, documents and written resources to support the other section chiefs*	Jessica Gonzalez *The LC is responsible to collect information and needs from the Planning and Operations sections and then gather the resources to support Operations.*	Alma Fernandez *The AC is responsible for all record keeping, financial and administrative tasks. In order for reimbursement from state and federal agencies, tracking of expenditures, staff hours and damage is required.*
Maintains Communication Jessica Gonzalez *Sets up a link with the district office to send and receive messages and information.*	**Maps/Procedures** Rick Martinez *Locates and posts maps and provides written information and procedures.*	**Gathering/Staging Resources** Margarita Ledesma *Gather and stores supplies and materials. Planning provides what is needed so logistics can gather to support operations.*	**Timekeeping** Alma Fernandez *Keeps track of staff hours and maintains staff work/release schedules. Keep student/staff hospital information and medical treatment records.*
Distributes Resources/Set up Larry Volpe *Distributes water, food, medical supplies and sets-up work areas*	**Situation Analysis/Updates** Nanette Thomas *Posts and manages communications and update reports from all sections*	**Personnel Resources/Needs** Jessica Gonzalez *Manages a staff release plan, provides services to care for working staff including medical care. The LC prepares list of available staff.*	**Purchasing** Alma Fernandez *Collects and keeps all receipts and documents all purchases. Prepares all damage forms and submits requisitions for repairs and equipment replacement.*
Medical Care/Transport Kerensa Beckham *Sets-up triage and treatment area and provides the supplies for care.*	**Student Release** Cathy Yuen *Prepares the site or area where student release takes place. Coordinates procedures and provides forms for Operations can release.*	**Tools/Vehicles/Shelter** Lina Young *The LC locates equipment and transportation resources to transport/shelter students and staff. Planning indicates needs and Logistics gathers the resources for Operations.*	**Records/Documents** Jessica Gonzalez *Maintains a record of all written and radio/cell communications relating to the incident. The AD provides information for after the incident to prepare numerous local, state and federal reports*
Implement Contingency Plan Leslie Rosas *Conduct Evacuations, Establishes Morgue, and Supervises Student Release, Combining Sites, Manages Volunteers, Work with agencies such as Red Cross, Salvation Army, and City Social Services.*	**Evacuation Sites** Alma Fernandez *Has the contact information and details for each location listed as a pvossible alternative evacuation sites.*		

Staging Areas

Insert Primary and Secondary Locations

Command Posts

Primary: Front Office

Secondary: Grass Area

Mass Care Centers

Primary: Cafeteria/Multi-Use Room

Secondary: Seven Trees Community Center, 3950 Cas Drive, San Jose, CA 95111

Evacuations Centers

Primary: Grass Area

Secondary: Seven Trees Community Center, 3950 Cas Drive, San Jose, CA 95111

Emergency Response Teams

Operations

Team	Team Leader:	Staff:
Security	Richard Algea	Kerensa Beckham
Search & Rescue	Rick Martinez	Larry Volpe
Medical	Kerensa Beckham	Irene Nevarez & Yolanda Flores
Student Release	Cathy Yuen	Ann Le & Karla Ortiz

Student Staging Area Teams

Locations	Team Leader:	Staff:
Grass Area	Whitney Magana	Lila Sanchez & Patricia Lieb
Blacktop Area	Moses Bravo	Jasmin Flores & Liliana Ziranda
Cafeteria	Diana Covarrubias	Henry Millan & Marcella Grindy
Library	Jaclyn Sua/ Kimberly Duran	Lina Young

Planning

Team	Team Leader:	Staff:
Documentation	Alma Fernandez	Jessica Gonzalez
Situation Analysis	Nanette Thomas	Suzanne Hodgson

Logistics

Team	Team Leader:	Staff:
Supplies/Facilities	Margarita Ledesma	Kent Krull & Kelly Blum
Staffing	Joseph Hanna	Glen Cendana
Communication	Jessica Gonzalez	Alma Fernandez
Transportation	Rick Martinez	Yuliana Aguirre

Finance

Team	Team Leader:	Staff:
Timekeeping	Alma Fernandez	Jessica Gonzalez
Purchasing	Alma Fernandez	Jessica Gonzalez

District Emergency Directory

FRANKLIN-McKINLEY SCHOOL DISTRICT
645 Wool Creek Drive San Jose, CA 95112

Superintendent	*FAX (408)283-6022*
Juan Cruz - Superintendent	*6003*
Wendelle Cathe Mati, Executive Assistant	6006
Early Learning - Student Wellness Support Services	***FAX (408) 283-6097***
Jennifer Klassen, Director Early & Elementary Education	6094
Mary Flemming, Administrative Assistant	6079
Gabriella Hernandez, SLS Specialist	6090
Cinthia Leyba, SLS Specialist	6095
Alyssa Martinez, SLS Specialist	
Amanda Caparas, Social Worker	6098
Erika Martinez, Social Worker	
Israel Velazquez, Social Worker	

Business Services	*FAX (408)283-6023*
Jason Vann, Assistant Superintendent	6064
Doreen Ferranti, Executive Assistant to Business Services	6020
Child Nutrition Services	***FAX (408) 283-6181***
Alane Scott, Child Nutrition Manager	6007
Tommy Kham, Consultant	6132
Dario Lomeli Jr., Accounting Technician	6073

Fiscal Services	*FAX (408) 283-6181*
Maria Bonilla Ledezma, Director Fiscal Services	6087
Connie Lucero, Accounting Technician	6026
Stacy Co, Payroll Specialist	6115
Vivian Nguyen, Payroll Specialist	6031
Nora Cendana, Accountant	6030
Trinh Le, Accountant	6204
Sheena Lacanaria, Accounting Specialist	6034
Lolita Castillo, Accounting Technician - Benefits	6029
Accounts Payable Main Number	6096

Information Technology	*FAX (408) 283-6066*
Samir Sweilem, Director IT	*6221*
Socorro Martinez, Administrative Assistant	6220
Kazuo Ishizaki, Network Systems Technician	6222
Gary Madeiros, Computer Technician	6212
Carlos Parra, Computer Technician	6101
Jaime Ortiz, Computer Technician	6224
Loc Nguyen, Compuer Technician	6057

Enrollment Center	*(408) 283-6149*
Patricia Hernandez, Enrollment Supervisor	6209
Vanessa Fonseca, Student Information Systems Specialist	6208
Griselda Orozco, Student Data Technician	6147
Yvie Bui, Student Data Technician	6211

Maint/Facilities FAX	*(408) 283-6024*
Veronica Lanto, Interim Director of Maint & Auxiliary	6088
Tami Martinez, Administrative Assistant, Director M. & A.	6484
Maintenance	
Dario Lomeli, Building Maintenance Supervisor	6037
Daysi Barraza, Secretary I , Maintenance	6032

Transportation 283-6080	*FAX (408) 283-6191*
Cynthia Barron, Transportation Supervisor	6070
TBD, Dispatcher	6135
Monica Taina, Tranportation Clerk	6081
TBD, Bus Driver/Trainer	6180

Purchasing	*FAX (408) 283-6481*
Romeo Baniaga Jr., Purchasing Supervisor	6084
Gerald Divis, Warehouse Operations Specialist	6011
Rigoberto Pina, Warehouse/Delivery Worker	6176
Alan Anguiano, Warehouse/Deliver Worker	6176
Irma Loera, Buyer	6160
Purchasing Main Number	6475
Reprographics	***FAX (408) 283-6096***
Frank Pineda	6185

DSC Tenants		
Health Clinic		(408) 283-6051
Catholic Charities	FAX (408) 283-6210	(408) 283-6150

Human Resources	*FAX (408)283-6103*
George Kleidon - Assistant Superintendent	*6014*
Sara Zavaleta, Executive Assistant to H.R.	6046
Vanessa Kitong, HR Technician	6017
Myra Martinez, HR Technician	6016
Elda Romero, HR Technician	6021

Educational Services	*FAX (408) 283-6482*
Limary Gutierrez, Assistant Superintendent	6045
Susan Cochran, Executive Assistant	6047
State & Federal	
Taylor Nguyen, Coordinator State & Federal	6188
Yahaira James, Administrative Assistant	6039
Sarah Klynn, TOSA	6048
Nancy Yue, TOSA	6048

Curriculum & Instruction	*FAX (408) 283-6482*
TBD, Director	6043
Rosanna Alvarez, Curriculum Technician	6054

Special Education	*FAX (408) 368-6703*
Shelly Pardo, Director Special Education	6085
Janeen Salcido, Administrative Assistant	6052
Irlanda Maestaz, Student Data Technician	6155
Megan Bailey, Program Specialist	6239
Donavan Moore, Program Specialist	6042
Cassandra Gutierrez, Behavior Intervention Specialist	6053
Jennifer Chawla, Behavior Intervention Specialist	6076
Swati Mungse, Behavior Intervention Specialist	6181
Doris Zhang, Behavior Intervention Specialist	6083
Christopher Doi, School Occupational Therapist	6207
Cathy Lynn Sanchez, School Occupational Therapist	6078
Gabriela Saucedo Vazquez, , School Occupational Therapist	6105
Veronica Galvan - TOSA Pre-School - 8th	6075
Marina Dols, District Liaison	6069
Tuan Phan, District Liaison	6205
Trung Nguyen, District Liaison	6206
Daniela Gonzalez Castro, District Liaison	6033
Preschool Assessment Center	*5758*
Alex Lai, Psychologist	2627
Rosalba Hernandez Lopez, Psychologist	2633
Alexis Morales, Speech Therapist	2638
Lennie Guillermo, Speech Therapist	2639
Haley Morrison, Special Education Teacher	6126

District Psychologist/Nurses/APE
Shawnodesa Luke, Psychologist
Shirakawa and Stonegate
Kim Peeples, Psychologist
Santee and Lairon
Rosalba Hernandez, Psychologist
PAC/Preschool
Alex Lai, Psychologist
PAC/Preschool
Rachel Saghbini, Psychologist
CCA and Meadows
Lina Chung, Psychologist
Bridges and Sylvandale
Silvia Suther, Psychologist
Franklin and Shirakawa
Philippe Berset, Psychologist
Dahl and Hellyer
Celisha Hutchins, Psychologist
Adapted P.E.
Adam Nacario, Adapted PE 6036

Nurses	
Grazyna Szymanska, Nurse	6113
Nelly Wong, Nurse	6077

DSC Tenants	
Family Resource Center	(408) 549-4512
Sunday Friends	(408) 217-9587

Bridges Academy (Grades 7-8)	283-6400
1702 McLaughlin Ave., San Jose, CA 95122	***FAX (408) 283-6419***

Meadows School (Grades TK-6)	283-6300
1250 Taper Lane * San Jose, CA 95122	***FAX (408) 283-6061***

Maria Trejo, Principal	6411
Sylvia Dacong, Secretary II	6402
Anabel Garcia, Secretary I	1503
Baljeet Desai, Counselor	6415
CAFETERIA	*6417*

College Connection (Grades 7-8)	347-4827
Yerba Buena High School Campus ***FAX 408 347 4743***	
Juan Alcantar, Principal	347-4823
Maria Castillo, Secretary II	347-4827
Anh Mai, Counselor	347-4821

Dahl School (Grades TK-6)	363-5650
1200 Water Street * San Jose, CA 95111 ***FAX (408) 363-5669***	
Michelle Quilantang, Principal	5660
Carmen Lopez, Secretary II	5657
Sonia Estrada, Secretary I	4230
CAFETERIA	*5659*

Franklin School (Grades K-6)	283-6375
420 Tully Road * San Jose, CA 95111 ***FAX (408) 283-6060***	
Kristen Kovac, Principal	6380
Van Pham, Secretary II	4301
Shareen Foronda, Secretary I	4303
CAFETERIA	*6378*

Hellyer School (Grades K-6)	363-5750
725 Hellyer Avenue * San Jose, CA 95111 ***FAX (408) 363-5761***	
Jose Jacinto, Principal	5757
Maria Mejia, Secretary II	1985
Erika Lopez, Secretary I	1984
CAFETERIA	*5763*

Kennedy School (Grades TK-6)	283-6325
1602 Lucretia Avenue * San Jose, CA 95122 ***FAX (408) 283-6337***	
Mariana Alvarez, Principal	6330
Sarah Rodriguez, Secretary II	2601
Jannet Isabel Suarez Perez, Secretary I	2602
CAFETERIA	*6329*

Lairon Academy (Grades K-6)	363-5775
3973 Mira Loma Way * San Jose, CA 95111 ***FAX (408) 363-5642***	
Joseph Hanna, Principal	5780
Alma Fernandez, Secretary II	1802
Jessica Gonzalez, Secretary I	1801
CAFETERIA	*5788*

Magdalena Moore, Principal	6310
Norma Ramirez, Secretary II	3801
Sonia Duenas, Secretary I	3802
CAFETERIA	*6311*

Santee School (Grades K-6)	283-6450
1313 Audubon Drive * San Jose, CA 95122 ***FAX (408) 283-6062***	
Maria Reyes, Principal	6464
Alice Ledesma, Secretary II	1632
Patricia Ruiz, Secretary I	1631
CAFETERIA	*6457*

Shirakawa School (Grades K-6)	938-3200
665 Wool Creek Drive * San Jose, CA 95112 ***FAX (408) 938-3260***	
Rochelle Espitia, Principal	3201
Frances Angie Perez, Secretary II	3209
Susana Castro, Secretary I	3210
CAFETERIA	*3250*

Stonegate School (Grades TK-8)	363-5625
2605 Gassman Drive * San Jose, CA 95121 ***FAX (408) 363-5631***	
Jahsve Worthy, Principal	5633
Laura Ochoa, Secretary II	3370
Kimberly Machado, Secretary I	3371
CAFETERIA	*5632*

Sylvandale School (Grades 7-8)	363-5700
633 Sylvandale Avenue * San Jose, CA 95111 ***FAX (408) 363-5649***	
Juan Carlos Alvarado, Principal	5708
Nguyen Nguyen, Secretary II	5724
Guadalupe Trujillo, Secretary I	5723
Lidia Martinez, Counselor	1710
CAFETERIA	*5711*

Windmill Springs (Grades TK-8)	363-5600
2880 Aetna Way * San Jose, CA 95121 ***FAX (408) 363-5606***	
Jose Sanchez, Principal	5630
Athena Truong, Secretary II	3901
Lori Garcia, Secretary I	3903
CAFETERIA	*5609*

VOICES - 715 Hellyer Avenue, San Jose, CA 95111
(408) 361-1960 *FAX (408) 361-1979*
CORNERSTONE - 1598 Lucretia Ave, San Jose, CA 95122
(408) 361-3876 *FAX (408) 361-3878*
KIPP - 423 Los Arboles Street, San Jose, CA 95111
(408) 283-6260 FAX (408) 283-6258
ACE Esperanza - 1665 Santee Drive, San Jose , CA 95122
(408) 326-2155 *FAX (408) 729-3452*
EDUCARE - 1399 Santee Drive, San Jose , CA 95122
(408) 573-4805

Updated 10/01/2025

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

This section may be modified to suit your communications system operations.

- Set radio to Channel 1
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
- Identify yourself: “This is (name)”
- Base will respond.
- Give message, after transmission is complete. Base will end with (base number)clear
- Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.

- Portable units should remain in charger when not in use.
- Portable units keep a usable charge for 6 to 8 hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

The information in this section is not applicable for school sites but the responsibility of Deputy Superintendent of Human Resources.

Media Contact Information

Television Stations	Fax Numbers	Telephone
Community TV of Santa Cruz Co, (Ch. 25-27) -- Headquarters	(831) 425-3958	(831) 425-8848
KGO (ABC-7) -- Headquarters	(415) 956-6402	(415) 954-7777
KPIX (CBS-5) -- Headquarters	(415) 765-8844	(415) 362-5550
KQED (PBS 9) -- Headquarters	(415) 765-8844	(415) 362-5550
KQED (PBS 9) -- Headquarters	(415) 553-2380	(415) 864-2000
KRON (Ch. 4) -- Headquarters	(415) 561-8142	(415) 441-4444
KTEH (PBS 54) -- Headquarters	(408) 995-5446	(408) 795-5400
KTVU (Fox 2) -- Headquarters	(510) 451-2610	(510) 834-1212
Univision Communications, Inc. KDTV-DT (Ch. 14/51) Spanish Television Station		(408) 392-6900
Radio Stations	**Fax Numbers**	**Telephone**
KFAX 1100 AM -- Headquarters	(510) 505-1448	(510) 713-1100
KFRC 610 AM -- Headquarters	(415) 951-2329	(415) 391-9970
KKUP 91.5 FM -- Headquarters	(408) 260-2997	(408) 260-2999
KLIV 1590 AM -- Headquarters	(408) 995-0823	(408) 293-8030
KSFO 560 AM -- Headquarters	(415) 658-5401	(415) 808-5600
KUSP 88.9 FM (NPR) -- Headquarters		(831) 476-2800
KZSC 88.1 FM (Univ. of CA - Santa Cruz) -- Headquarters	(831) 459-4734	(831) 459-2811
National Radio Project - Making Contact -- Headquarters	(510) 251-1342	(510) 251-1332
We The People -- Headquarters	(510) 836-3036	(510) 836-3273
Newspapers	**Fax Numbers**	**Telephone**
Business Journal of San Jose -- Headquarters	(408) 295-5028	(408) 295-3800
Metro Santa Cruz -- Headquarters	(831) 457-5828	(831) 457-9000
Metro Silicon Valley's Weekly Newspaper -- Headquarters	(408) 298-0602	(408) 298-8000
San Jose Mercury News -- Headquarters	(408) 288-8060	(408) 920-5000
San Francisco Chronicle -- Headquarters	(415) 543-7708	(415) 777-1111
Scotts Valley Times -- Headquarters		(831) 688-7549
Silicon Valley Community Newspapers -- Headquarters	(408) 200-1011	(408) 200-1000

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school districts within San Jose, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills and the Santa Clara County Department of Mental Health have agreed that:

1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.

2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).
3. The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

4. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

5. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

6. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Local Mental/Social Support Resource Contact Information

Student Wellness and Support Services (408) 283-6092

Safety Plan Annual Emergency Plan Checklist

Lairon College Preparatory Academy

Due By: January, 2026

Submit to: Designee

Check	Requirement
X	Read the District Disaster Plan, and know the responsibilities of the site manager
X	Designate a second-in-command and a backup
X	Orient staff to District Disaster Plan, review site procedures (staff meeting)
X	Update site plan, assign staff responsibilities (complete staff roster sheet)
X	Schedule necessary training (First Aid, CPR, Search & Rescue)
X	Schedule drills: Fire, Earthquake, Code Red, Communications
X	Complete site map, post as required, and forward a copy to INSERT
X	Complete Site Hazard Survey
X	Complete Classroom Hazard Survey Summary
X	Submit Classroom Hazard Survey Summary to INSERT
X	Participate in test of District Radios
X	Check battery-operated radios
	Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
X	Complete supplies and equipment inventory to include classroom emergency kits
X	Order supplies and equipment as necessary
X	Evacuation areas/alternative identified for all classes
X	Communications to parents and students about disaster procedures
X	District Student Release Policy
X	Emergency Information Cards
X	Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
X	Assess food supplies as applicable.
	Meet with child care provider and coordinate disaster preparedness plans
X	Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature_____

Date_____

Annual Site Hazard Survey

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

1) Proximity of toxic, flammable, corrosive, chemically, or reactive materials
2) Proximity of high voltage power lines has been considered in establishing the site evacuation plan
3) Likelihood and possible effects of flooding or landslides
4) Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
5) Water heaters are strapped
6) Objects that restrict people from moving to a safe place (tables an desks in hallways) etc.
7) Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
8) Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
9) All computers and peripherals should be situated so as not to create a tipping hazard
10) Machine shop and woodshop: equipment should be bolted down
11) Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
12) Sound system speakers and spotlights: secure
13) Compressed gas cylinders: secured top and bottom with a safety chain
14) Weight room/motor development room equipment: racks anchored and weights properly stored
15) Laboratory chemicals on shelves: restrained

Annual Site Hazard Survey

General Guidelines	OK	Needs Attention	Comments
Campus			
Signs Posted, Controlled Access	X		
Traffic review, parking, fire lanes	X		
Adequate surfacing, lighting		X	outside near the cafeteria
Safety Plan	X		
Required Postings	X		
Assembly Rooms			
Exits clear, exit & emergency lights	X		
Floors, seating maintained	X		
Stage: clean, clear exits, wiring	X		
Kitchen: clean, safe food storage	X		
Athletic Facilities			
Bleachers, fences, backstops			n/a
Stairs, ramps, walkways, gates	X		
Surfacing in common areas	X		
Equipment	X		
Industrial Arts			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
Science Rooms			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
Emergency Preparedness			

General Guidelines	OK	Needs Attention	Comments
Fire extinguishers checked monthly	X		
Fire and Earthquake drills conducted	X		
First Aid Equipment in place	X		
Evacuation routes posted	X		
Staff Training on Emergency Procedures	X		

American Red Cross

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store
Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget
Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store
Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage
Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies
The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags

- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System

Homeland Security Advisory System
(Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

Green: Low Risk of Terrorist Attack

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures:

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for “Do Not Duplicate”
- Review and update the Emergency Call-in List.

Blue: General Risk of Terrorist Attack

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures:

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

Yellow: Significant Risk of Terrorist Attack:

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures:

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

Orange Alert: High Risk of Terrorist Attack

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures:

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
    a. Communication should focus on reassurance that school is a safe place
        i. Reminder – schools have existing safety plans
        ii. Reminder – schools practice their safety procedures
        iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

Red: Severe Risk of Terrorist Attack

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Santa Clara County Office of Education will provide staff at the **Santa Clara County Office of Emergency Operations Cente**r to serve as a communication link and information clearinghouse to all districts in the county. Information will be

disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures:

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
    A. Review communication guidelines under Orange Threat Level
    B. Reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

http://www.ready.gov	Disaster Preparedness Information
http://:www.whitehouse.gov	White House
http://:www.dhs.gov	Federal Department of Homeland Security
http://:www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
http://www.sccoe.org/	Santa Clara County Office of Education

Board of Education Approval

Please scan approved Board Minutes and insert into Appendices Folder.

Reviewed by: Designee

Think Safety!