



# Yu Ming Charter School School Safety Plan

## 2025-2026

**Chestnut Campus (K-3):**

2501 Chestnut Street  
Oakland, CA 94607  
510-452-2063

**MLK Jr. Campus (4-8):**

675 41st Street  
Oakland, CA 94609  
510-922-8631

**Carolyn Campus (K-2):**

16244 Carolyn Street  
San Leandro, CA 94578  
510-326-1048

**Adeline Campus (3-4):**

1000 42nd Street  
Oakland, CA 94608  
510-788-7120

# Yu Ming Charter School Comprehensive School Safety Plan

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## The School Safety Plan Overview

The School Safety Plan (SSP) is required by Education Code 47605(c)(5)(F)(iii) to be reviewed and updated by March 1 annually. While not mandatory, Yu Ming has also elected to subsequently submit the SSP for approval to the School Site Council (or School Safety Planning Committee) which at Yu Ming is the Family Support Organization Council, as well as the school board. The contents of the SSP should include at a minimum, the strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

- Development of the 2025-26 School Safety Plan took place in July 2025
- A hearing will be held on October 22, 2025 at the Yu Ming school board meeting
- The plan was updated based on new CDE guidance on July 1, 2025
- The most current copy of the plan is available in the school office for public review.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Emily Wood, Chief Operating Officer  
510-922-8631  
[ewood@yumingschool.org](mailto:ewood@yumingschool.org)  
2501 Chestnut Street, Oakland, CA 94608

Reviewed and approved by the Yu Ming Board of Directors, undersigned member of the Yu Ming Staff:

Authorized Representative Signature	Date
	2/27/2026
Emily Wood, COO	

## General School Information

### School Profile

As a leader in Mandarin Immersion education, Yu Ming Charter School (“Yu Ming”) nurtures our inclusive and diverse community to become empowered, engaged and outstanding global citizens. We are a tuition-free charter public school located in Oakland, California serving students in Kindergarten to 8th grade from many racial, ethnic and socio-economic backgrounds. Through learning experiences that are purposeful, rigorous, and personalized we unlock each student’s unique potential and nurture the necessary skills, mindsets, and values to make a positive impact in the world. Our model is anchored on four pillars: Academic Excellence, Mandarin Immersion Leadership, Whole Child Education, and Fostering a Diverse, Equitable, and Inclusive Community. Yu Ming is the first Mandarin immersion public charter school in the state, and the only stand-alone

Mandarin immersion public charter school in Alameda County. To learn more about our innovative school visit our website [www.yumingschool.org](http://www.yumingschool.org).

2025-26 enrollment: 1077

Grades: TK-8

Certificated Staff (including Admin & Teachers): 75

Classified Staff: 93

### **Safe School Mission**

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

### **School Site Council: Family Support Organization Council**

Our Family Support Organization (FSO) Council and some of our Operations team staff collectively serve as our school site council for CSSP. The Family Support Organization (FSO) is the parent organization for Yu Ming and supports the school to achieve its mission and vision and to build a stronger community. The FSO supports the school in engaging families in ways that build community, leverage the skills of our talented parents, and better meet the needs of our diverse community. The FSO is made up of committees that offer parents a broad set of opportunities to support our school.

**2025-2026 FSO Committees and Committee Leads:**

<b>Committee</b>	<b>Purpose</b>	<b>Responsibilities</b>	<b>FSO Leads</b>
<b>Co-Chairs</b>	Lead and coordinate the Council and Committees	Chair FSO Council and General Meetings; populate the FSO newsletter, calendar; maintain records and correspondence	CHE: Audris Shau, Karen Wei  MLK: Karen Wei  CAR: Fanny Pan, Sherilyn Tran  <i>Staff Liaisons:</i> CAR: Dandan Liu, CHE: Amy Salfen, and Xinxin Liu, ADE: Amy Salfen and Xinxin Liu, MLK: Hua Zhang
<b>Treasurer</b>	Manage FSO funds promoting accountability and transparency.	Create annual budget; track FSO expenditures; reporting	Lisa Chen  <i>Staff Liaison: Wendy Larson</i>
<b>Community Organizing &amp; Advocacy Committee</b>	Support Yu Ming’s charter; build meaningful relationships with surrounding communities.	Build relationships with the Yu Ming community, the surrounding neighborhoods, community leaders, school board members and elected officials. Inform the parent community of local, regional, state and national charter school policies. Organize families, as needed. Attend related meetings.	Angie Awayan  <i>Staff Liaisons: Stacey Wang, Mathilde Andrejko, Sarah Abraham</i>
<b>Fundraising</b>	Fulfill fundraising goals set by the CEO and Board which contribute to the school’s budget gap.	Annual Auction & Benefit, Fall Giving, Read-A-Thon	Jamie Chen, Steve Chen, David Tjen  <i>Staff Liaison: Mathilde Andrejko</i>
<b>In-School Volunteers</b>	Support ongoing needs of the school’s daily operations, and act as a communications hub for other committees’ volunteer needs.	Lunch and Recess Volunteers, Enrollment Tours, Support during the day and aftercare	CHE: Tania Gupta MLK: <b>OPEN</b> CAR: Thao Chung  <i>Staff Liaisons:</i> CAR: Dandan Liu CHE: Amy Salfen and Xinxin Liu MLK: Hua Zhang ADE: Amy Salfen and Xinxin Liu
<b>Parent Education</b>	Provide opportunities for families to share ideas and learn from experts on relevant topics.	Parent Learning Events, Curriculum Nights, 2 FSO General Meetings	FSO Co-Chairs Committee Co-Chairs

			<i>Staff Liaison: Wenting Wang</i>
<b>Room Parent Coordinator</b>	Support community building among class/grade families, communication between families and school, and class-specific volunteering.	FSO monthly communications to class parents; class and grade-wide social events/playdates; work with Teacher Appreciation committee on teacher milestone birthdays, special occasions and Teacher Appreciation week.	FSO Co-Chairs <i>Staff Liaison: Andrea Siu</i>
<b>Events &amp; Community Building</b>	Strengthen our school culture and deepen bonds through shared events and experiences.	Night Market, Community Events, Mandarin Bingo	Andrew Chen <i>Staff Liaison: Emily Wood</i>
<b>Art &amp; PE</b>	Evaluating and supporting ways to strengthen Art & PE.	Evaluate programs and work with Yu Ming teachers and administration to determine feasibility.	Art: Stephanie Pullen, Tiffany Yang PE: Audris Shau, Molly Klett <i>Staff Liaison: Celia Pascual</i>
<b>Safe Routes to Schools</b>	Help Yu Ming create safer streets for our students and campus communities through all modes of transportation	Collaborate with Alameda County's Safe Routes to Schools program, support Drop-Off and Pick-Up	CAR: <b>OPEN</b> CHE: <b>OPEN</b> MLK: <b>OPEN</b> <i>Staff Liaisons:</i> CAR: Dandan Liu CHE: Amy Salfen, Xinxin Liu MLK: Hua Zhang ADE: Amy Salfen, Xinxin Liu
<b>Diversity Equity Inclusion &amp; Belonging</b>	Help Yu Ming create an inclusive community where all students and families feel a sense of belonging and are valued for their multiple identities and experiences.	Collaborate with Parent Education Committee and Room Parents.	<b>OPEN</b> <i>Staff Liaison: Greg Callahan</i>
<b>Technology</b>	Support technical infrastructure needed for smooth operations at the school.	Website, Parent Portal, IT Support	<b>OPEN</b> <i>Staff Liaison: Hiram Jamison</i>
<b>Yearbook</b>	Work on Yu Ming yearbook including with students working on the yearbook.	Annual K-8 Yearbook	

			Jeanne HuangLi, Tabettha Chau, Sheryle Lee, Jackie Solinsky  <i>Staff Liaison: Mathilde Andrejko</i>
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Attendance rates/SARB data

School Year	Attendance Rate
2013-2014	98.0%
2014-2015	97.6%
2015-2016	97.6%
2016-2017	97.3%
2017-2018	97.3%
2018-2019	97.4%
2019-2020	97.8%
2020-2021	99.99%
2021-2022	98.33%
2022-2023	97.06%
2023-2024	96.82%
2024-2025	96.69%

Suspension/Expulsion data

School Year	Suspension rate	Expulsion rate
2013-2014	1.4%	0.0%
2014-2015	2.3%	0.0%
2015-2016	1.0%	0.0%
2016-2017	0.3%	0.0%
2017-2018	0.0%	0.0%
2018-2019	0.0%	0.0%
2019-2020	0.0%	0.0%
2020-2021	0.0%	0.0%
2021-2022	0.6%	0.0%
2022-2023	0.39%	0.0%
2023-2024	0.12%	0.0%
2024-2025	0.21%	0.0%

# Emergency Response Plan

## Emergency Situation Parent Communication

In an emergency situation, the Leadership Team will gather immediately to draft a plan to communicate with families. When deemed necessary, the Safety Response Team will use ParentSquare, our parent communication platform, to send out an urgent alert text message and phone call to every parent registered on the platform.

## Emergency Supplies

### Emergency Backpack Location

- Each classroom (including music room, intervention room, wellness room, etc.)
- PE closet
- Cafeteria
- Each office area
- Front office

### Emergency Backpack Supplies

Item	Recommended Quantity
Backpack	1
Flashlight	1
Batteries	2
Pair of scissors	1
First Aid instruction summary sheet	1
Pad of paper (for name tags, etc.)	1
Pen	1
Pencil	1
Light stick	1
Whistle	1
Sewing kit	1

Package of safety pins	1 package
Package of 10 gums	1 package
Package of 10 life savers	1 package
Package of plastic trash bags	6 packages
Package of small paper bags	2 packages
Package of paper cups	2 packages
Package of pre-moistened towelettes	1 package
Bottle of hydrogen peroxide	1
Small package of Tylenol	2 packages
Package of Tums	1 package
Ammonia inhalants	4
Ziploc sandwich bags	2
Box of Telfa pads	1
Box of Band-Aids	1
Cold packs	2
Roll of adhesive tape	1
Pair of disposable gloves	10
Box of toilet tissue	1

### **Emergency Response Plans**

The Head of School Operations is responsible for assigning staff to the safety response team, and for ensuring that the list is updated regularly. It is required by fire codes to exhibit an evacuation map specific to the school site in each and every classroom and office room by the door, as well as by each fire extinguisher and fire exits.

Please note: make sure to share the procedures with them and collect contact information for any after school staff. Please instruct any night custodial staff to assist after school staff with emergency supplies as needed.

## Fire Emergency

Fire Emergency Response - Staff Members and Safety Response Team Combined	
Step 1 Fire Alarm	<ul style="list-style-type: none"> <li>If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.</li> </ul>
Step 2 Announcement	<ul style="list-style-type: none"> <li>Emergency Response Team Member will announce via phone speaker and walkie talkie <i>"Attention please, leave the building. Evacuate the building. Leave the building. Evacuate the building and listen for further instructions."</i></li> </ul>
Step 3 Walkie Talkie and backpacks	<ul style="list-style-type: none"> <li>If walkie talkies are not already on, turn on walkie talkies to Channel 1 (MLK), Channel 6 (CHE), Channel 3 (ADE) or Channel 2 (CAR). Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> </ul>
Step 4 Evacuate	<ul style="list-style-type: none"> <li>Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area:               <ul style="list-style-type: none"> <li>Chestnut - (Courtyard; Unless you MUST evacuate the campus go to PARK)</li> <li>MLK Jr. - Cement area in front of church doors</li> <li>Carolyn - Evacuate to grass area in front of multipurpose room</li> <li>Adeline - Evacuate to lawn in Linden Park</li> </ul> </li> <li>The Emergency Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Emergency Response Team will search for any missing students and staff.</li> </ul>
Step 5 Take roll	<ul style="list-style-type: none"> <li>Once you arrive at the Emergency Meeting Area, take roll, and notify the <b>Emergency Response Team</b> of any missing students.</li> <li>Stay in the meeting area for further instruction.</li> </ul>
Step 6 Further instructions & Return	<ul style="list-style-type: none"> <li>Await further instructions from the Fire Department</li> </ul>

## Earthquake Emergency

Earthquake Emergency Response - Staff Members and Safety Response Team Combined	
Step 1 Announcement	<ul style="list-style-type: none"> <li>At the onset of an earthquake, Safety Response Team Member will announce via phone speaker and walkie talkie: <i>"Earthquake. Duck and cover. Earthquake. Duck and cover. Earthquake. Duck and cover."</i></li> </ul>
Step 2 Immediate response	<p>If indoors...</p> <ul style="list-style-type: none"> <li>Turn away from windows, suspended objects or outside walls</li> <li>Drop to the floor, take cover under a desk, table or against an interior wall.</li> <li>Make your body as small as possible; cover head and neck while protecting chest.</li> <li>Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.</li> <li>If an aftershock occurs while you are exiting the building, "Drop, Cover and Hold On" until the shaking stops.</li> </ul> <p>If outdoors...</p> <ul style="list-style-type: none"> <li>Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) call out to student, "Duck and cover"</li> <li>Students drop to the ground and cover their head and neck with arms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Watch for dangers that may demand movement.</li> <li>• Be prepared to duck and cover again due to aftershocks.</li> <li>• Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.</li> </ul>
Step 3 Walkie Talkie and backpacks	<ul style="list-style-type: none"> <li>• If walkie talkies are not already on, turn on walkie talkies to Channel 1 (MLK), Channel 6 (CHE), Channel 3 (ADE) or Channel 2 (CAR). Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> </ul>
Step 4 Evacuate	<ul style="list-style-type: none"> <li>• Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: <ul style="list-style-type: none"> <li>○ Chestnut - Evacuate to McClymonds park</li> <li>○ MLK Jr. - Cement area in front of church doors</li> <li>○ Carolyn - Evacuate to grass area in front of multipurpose room</li> <li>○ Adeline - Evacuate to lawn in Linden Park</li> </ul> </li> <li>• Safety Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. Safety Response Team will search for any missing students and staff.</li> </ul>
Step 5 Take roll	<ul style="list-style-type: none"> <li>• Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students.</li> <li>• Stay in the meeting area for further instruction.</li> </ul>
Step 6 Further instructions & Return	<p>If there is minimal damage:</p> <ul style="list-style-type: none"> <li>• Safety Response Team will announce <i>"All Clear. All Clear. Please return to your normal activity."</i></li> <li>• Staff and students will return to classrooms in a quiet and orderly fashion.</li> </ul> <p>If there is damage to the campus:</p> <ul style="list-style-type: none"> <li>• Safety Response Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>

Active Shooter, Intruder, or Other Threat Emergency

Active Shooter, Intruder, or Other Threat Emergency Response - For Staff Members	
Step 1 Determine Threat	<ul style="list-style-type: none"> <li>• Determine threat level and appropriate safety protocol: <b>Shelter in Place, Lockdown/Active Shooter</b></li> </ul>

Threat Level One: Shelter in Place	
Step 2 Announcement	<ul style="list-style-type: none"> <li>• If a potential/unconfirmed/ambiguous threat in the neighborhood, outside of the school (eg. police activity nearby) announcements will be heard via PA system, phone speaker, walkie talkies and Slack Channels: <i>"This is a shelter in place. Shelter in place. All students and staff go to your classrooms."</i></li> </ul>
Step 3 Hide	<ul style="list-style-type: none"> <li>• Direct students and staff to come into the classrooms and close/lock all external doors</li> </ul>
Step 4 Sweep Building	<ul style="list-style-type: none"> <li>• Teachers/Staff Sweep any area close by your classroom/space before locking the door</li> <li>• If you are near a bathroom do a quick sweep of the bathroom near your classroom/space</li> </ul>
Step 5 Take roll	<ul style="list-style-type: none"> <li>• Take roll as quietly as possible.</li> <li>• Slack Campus Channel if you have students missing from your classroom.</li> </ul>

	Include: First, Last name & suspected whereabouts
Step 6 Confirmation	<ul style="list-style-type: none"> <li>The Site Leader will confirm that the incident has been assessed and determined to no longer pose a threat to the site.</li> </ul>
Step 7 Announcement	When a potential, unconfirmed, or ambiguous threat in the neighborhood outside of the school (such as nearby police activity) has been confirmed to no longer be a threat, make the following announcement via the PA system, phone speaker, walkie talkies, and Slack channel: "All clear, return to normal activities."

Threat Level Two: Lockdown/Active shooter	
Step 2 Announcement	<ul style="list-style-type: none"> <li>If an active shooter or other threat on campus is identified, immediate announcements will be heard via PA system, phone speaker, walkie talkies and Slack Channels: "<b>Lockdown. This is a lockdown. Lockdown. All students and staff lockdown.</b>"</li> </ul>
Step 3 Enter a lockdown location	<ul style="list-style-type: none"> <li>In the case of a shooting or suspected intruder, the first priority is to shelter students and staff. If you are... <ul style="list-style-type: none"> <li>Outside of your classroom: bring students into the nearest classroom</li> <li>In the cafeteria: move to the nearest concealed location, staff use discretion depending on the location of the threat.</li> <li>In the hallway: proceed to the nearest classroom, even if it is not your classroom and a class is already in there.</li> </ul> </li> <li>Classroom teachers should quickly glance outside the room and direct any students or staff into your room.</li> </ul>
Step 4 Sweep Building	<ul style="list-style-type: none"> <li>Teachers/Staff Sweep any area close by your classroom/space before locking the door</li> <li>If you are near a bathroom do a quick sweep of the bathroom near your classroom/ space</li> </ul>
Step 5 Prepare the classroom	<ul style="list-style-type: none"> <li>Classroom teachers should immediately take walkie talkies and turn them on and on Channel 1. <b>Please keep the volume as low as possible.</b></li> <li>Close and lock doors.</li> <li>Close and lock windows and shut the blinds if applicable.</li> <li>Turn off all the lights.</li> <li><b>Keep the room quiet.</b></li> </ul>
Step 6 Hide	<ul style="list-style-type: none"> <li>Direct students to hide in the classroom. Determine whether ducking quietly under their desks ("duck and cover") or sitting along a wall or in a closet is the best location to hide.</li> <li>Move away from windows, try not to be visible from outside.</li> </ul>
Step 7 Take roll	<ul style="list-style-type: none"> <li>Take roll as quietly as possible.</li> <li>Slack Campus Channel saying "<b>All Students Accounted for</b>" or if you have students missing from your classroom. Include: <b>First, Last name &amp; suspected whereabouts;</b></li> </ul>
Step 8 Release the room	<ul style="list-style-type: none"> <li><b>All three credentials</b> must be satisfied before unlocking the door from the inside. <ul style="list-style-type: none"> <li>Credentials redacted from public safety plan, refer to internal lockdown procedure document, found in the important links document.</li> </ul> </li> </ul>
Step 9	<ul style="list-style-type: none"> <li>Please ask students to stay in hiding positions and stay quiet until all classrooms are cleared, when you hear the announcement via PA system,</li> </ul>

School-wide clearance	phone speaker, walkie talkies and Slack channels: <i>"The school is all cleared. You can return to normal activities."</i>
Step 10 (In real situation only) Evacuation & Reunification	<ul style="list-style-type: none"> <li>In a real active shooting situation, the police or safety response team may make an evacuation announcement. If so, evacuate to the evacuation point.</li> <li>In some situations, the police or safety response team may initiate a reunification process for students to reunite with their families.</li> </ul>

Active Shooter, Intruder, or Other Threat Emergency Response - For Safety Response Team in drill	
Step 1 Announcement	<ul style="list-style-type: none"> <li>If an active shooter or other threat on campus is identified, immediate announcements will be heard via PA system, phone speaker, walkie talkies and Slack Channel: <i>"Lockdown drill. This is a lockdown drill. Lockdown drill. All students and staff lockdown."</i></li> </ul>
Step 2 Safety Team Search	<ul style="list-style-type: none"> <li>Sweep and locate all missing students.</li> <li>Check whether windows are locked from outside, blinds are shut, doors locked, lights off, and students are quiet.</li> </ul>
Step 3 Release the room	<ul style="list-style-type: none"> <li><b>All three credentials</b> must be satisfied before unlocking the door from the inside. <ul style="list-style-type: none"> <li>Credentials redacted from public safety plan, refer to internal lockdown procedure document, found in the important links document.</li> </ul> </li> </ul>
Step 7 School-wide clearance	<ul style="list-style-type: none"> <li>When all classrooms are cleared, make the announcement via PA system, phone speaker, walkie talkies and Slack Channel: <i>"The school is all cleared. You can return to normal activities."</i></li> </ul>

Active Shooter Emergency Response - For Safety Response Team in a real active shooting	
Step 1 Announcement	<ul style="list-style-type: none"> <li>If an active shooter or other threat is identified, immediate announcements will be heard via PA system, phone speaker, walkie talkies and WeChat group chat: <i>"Lockdown. This is a lockdown. Lockdown. All students and staff lockdown."</i></li> </ul>
Step 2 Call 911	<ul style="list-style-type: none"> <li>Administrative staff to call 911 immediately and inform the operator that there is an active shooter or intruder in or around the school.</li> </ul>
Step 3 Shelter	<ul style="list-style-type: none"> <li>In the case of a shooting or suspected intruder, the first priority is to shelter students and staff. Get into the nearest room to hide and shelter.</li> <li>Check common areas for students and guide them to a lockdown location ONLY IF the condition is evaluated to be safe enough to do so.</li> <li>Take walkie talkies and turn them on and on Channel 1. Please keep the volume as low as possible.</li> <li>Close and lock doors. Close and lock windows and shut the blinds. Turn off lights. Keep quiet.</li> <li>Hide in the room and stay invisible from outside.</li> </ul>
Step 4 Follow Police Instruction	<ul style="list-style-type: none"> <li>Follow the instruction when police arrives (such as release classrooms, evacuate, initiate reunification, inform families, clear all school, etc)</li> </ul>

## Bomb Emergency

Bomb Threat (By Phone) Emergency Response	
Step 1 Answer the call	<ul style="list-style-type: none"> <li>Notify Administrative Staff immediately <ul style="list-style-type: none"> <li>CHE: Amy Salfen, Xinxin Liu, Sumi Vasquez</li> <li>MLK: Hua Zhang, Karla Stine</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ CAR: Dandan Liu, Kawana Burroughs</li> <li>○ ADE: Amy Salfen or Moni Arrona</li> <li>● Try to maintain the caller on the line and obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns, background noise, identifying location).</li> </ul>
Step 2 Call 911	<ul style="list-style-type: none"> <li>● Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.</li> </ul>
Step 3 Team Touchbase	<ul style="list-style-type: none"> <li>● Immediately gather the Safety Response Team</li> <li>● Make quick discussion based on the information from the call and decide <ul style="list-style-type: none"> <li>○ Whether the students should duck and cover</li> <li>○ How to evacuate students in the area where the bomb is claimed to be</li> <li>○ Whether we should evacuate all students</li> <li>○ Other response plan impacted by the bomb threat information</li> </ul> </li> </ul>
Step 4 Announcement	<ul style="list-style-type: none"> <li>● Safety Response Team staff will make announcements as soon as possible over the phone speaker, with the signal <ul style="list-style-type: none"> <li>○ If duck and cover: <b><i>Emergency. Duck and Cover. Emergency. Duck and Cover.</i></b></li> <li>○ If evacuated: <b><i>Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building.</i></b></li> <li>○ If other instructions are more appropriate, make announcements accordingly.</li> </ul> </li> </ul>
Step 5 Cover/Evacuate	<ul style="list-style-type: none"> <li>● If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> <li>● Use radios, two-way radios and phones only if absolutely necessary as the frequencies may set off the bomb(s).</li> <li>● Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake</li> </ul>
Step 6 Take roll	<ul style="list-style-type: none"> <li>● Take roll, and notify the Safety Response Team of any missing students.</li> <li>● Stay for further instruction.</li> </ul>
Step 6 Safety Team Search	<ul style="list-style-type: none"> <li>● Before emergency crews are on campus, do not search for any bomb, or explosive.</li> <li>● Search only for people who should be evacuated.</li> </ul>
Step 8 Further instructions & Return	<ul style="list-style-type: none"> <li>● Do not resume school activities until the Safety Response Team announces <b><i>All Clear. All Clear. Please return to your normal activity.</i></b></li> <li>● If deemed necessary, the Safety Response Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>

Bomb Threat (By Suspicious Object) Emergency Response	
Step 1 Discover the object	<ul style="list-style-type: none"> <li>● Notify Administrative Staff immediately <ul style="list-style-type: none"> <li>○ CHE: Amy Salfen, Xinxin Liu, Sumi Vasquez</li> <li>○ MLK: Hua Zhang, Karla Stine</li> <li>○ CAR: Dandan Liu, Kawana Burroughs</li> <li>○ ADE: Amy Salfen or Moni Arrona,</li> </ul> </li> <li>● Do not touch the object but note any identifying features to describe it to the Safety Response Team and Emergency crews (Fire Department or Police Department)</li> </ul>

	<ul style="list-style-type: none"> <li>● Keep students away from the vicinity of the suspicious object</li> </ul>
Step 2 Call 911	<ul style="list-style-type: none"> <li>● Administrative staff to call 911 immediately and inform the operator that there is a current bomb threat on another phone line and provide the number of the line.</li> </ul>
Step 3 Team Touchbase	<ul style="list-style-type: none"> <li>● Immediately gather the Safety Response Team</li> <li>● Make quick discussion based on the information from the call and decide <ul style="list-style-type: none"> <li>○ Whether the students should duck and cover</li> <li>○ How to evacuate students in the area where the bomb is claimed to be at</li> <li>○ Whether we should evacuate all students</li> <li>○ Other response plan impacted by the bomb threat information</li> </ul> </li> </ul>
Step 4 Announcement	<ul style="list-style-type: none"> <li>● Safety Response Team staff will make announcements as soon as possible over the phone speaker, with the signal <ul style="list-style-type: none"> <li>○ If duck and cover: <i>“Emergency. Duck and Cover. Emergency. Duck and Cover.”</i></li> <li>○ If evacuated: <i>“Emergency. Leave the building. Evacuate the building. Emergency. Leave the building. Evacuate the building.”</i></li> <li>○ If other instructions are more appropriate, announce accordingly.</li> </ul> </li> </ul>
Step 5 Cover/Evacuate	<ul style="list-style-type: none"> <li>● If walkie talkies are not already on, turn on walkie talkies to Channel 1. Classroom teachers to take Emergency Backpack and Emergency Contact Roster</li> <li>● Use radios, two-way radios and phones only if absolutely necessary as the frequencies may set off the bomb(s).</li> <li>● Based on the announcement, duck and cover or evacuate using same order and routes as fire/earthquake</li> </ul>
Step 6 Take roll	<ul style="list-style-type: none"> <li>● Take roll, and notify the Safety Response Team of any missing students.</li> <li>● Stay for further instruction.</li> </ul>
Step 7 Safety team search	<ul style="list-style-type: none"> <li>● Before emergency crews are on campus, do not search for any bomb, or explosive.</li> <li>● Search only for people who should be evacuated.</li> </ul>
Step 8 Further instructions & Return	<ul style="list-style-type: none"> <li>● Do not resume school activities until the Safety Response Team announces <i>“All Clear. All Clear. Please return to your normal activity.”</i></li> <li>● If deemed necessary, the Safety Response Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.</li> </ul>

## Other Emergency Situations

### ***Flood/Severe Weather***

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

1. School Principal, Assistant Principal, or Operations team member will assess the situation.
2. Safety Response Team will make an announcement over the phone speaker and walkie talkie to evacuate, stand by, stay indoors or may release students to go home.
3. Safety Response Team will listen to the battery or crank-operated radio for further emergency information.

### ***Electrical/Gas/Water Failure***

1. Operations Manager and/or Site Office Manager will notify the electrical company (PG&E) at 800-743-5000 and/or the Fire Department at 510-444-1616. Water main break will require notification of EBMUD at 510-835-3000.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate or stand by.
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

### ***Chemical Spill/Biological Threat***

If substance released indoors:

1. Safety Response Team will make an announcement over the phone speaker or walkie talkie to evacuate the building.
2. Safety Response Team will call 911 and the Office of Environmental Health Hazard Assessment (OEHHA) at 916-323-2514 to check chemical safety data.
3. Safety Response Team locks or ropes off area – DO NOT TOUCH ANYTHING.
4. Evacuate room and TURN OFF air conditioning system.
5. If N95 masks are accessible, all staff and students should place them over their noses and mouths.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of contaminated persons should be provided to the Principal.
7. Safety Response Team should check for chemical safety data to determine clean-up procedure with custodians.

If substance released outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) Principals will determine if students should be evacuated.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate the building or stay indoors.
3. Close doors and windows and TURN OFF air conditioning system.
4. If N95 masks are accessible, all staff and students should place them over their nose and mouth.
5. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of the contaminated people should be provided to the Principal.
7. Give first aid.
8. Do not reopen the school campus until ALL CLEAR response is activated by the Safety Response Team.

### ***Explosion***

If explosion is indoors on school campus:

1. All drop down to the floor and DROP AND COVER.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. After the initial blast, the Safety Response Team will consider the possibility of another imminent explosion, call 911 and elect the appropriate response which may include staying indoors or evacuating the building.
6. Once safely assembled in the Emergency Meeting Area, Teachers will take roll and report missing persons to the Safety Response Team.

If explosion is outdoors in surrounding areas:

1. Safety Response Team will activate STAY INDOORS.
2. Safety Response Team will call 911.
3. All remain indoors until the ALL CLEAR signal is given by the Safety Response Team.

### ***Death/Suicide***

1. CAO and the School Principal or Assistant Principal will be notified in the event of a death or suicide on campus.
2. Safety Response Team will phone 911 and the Alameda County Office of Education 510-887-0152.
3. Safety Response Team will activate STAY INDOORS.

4. Communication and Development Manager will control and organize media.
5. Safety Response Team or Principals will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

### **Adaptation for Students with Disabilities**

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities may also require a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

### **Reunification Plan**

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

#### Reunification from Classrooms

Step 1 Return	<ul style="list-style-type: none"> <li>● Teachers will lead their students to return to homeroom classrooms quietly.</li> </ul>
Step 2 Role Assignment	<p>Safety Response Team will assign members to the following roles:</p> <ul style="list-style-type: none"> <li>● (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents</li> <li>● (2) Runners: to retrieve students from classrooms</li> <li>● (1) Guard at Point of Exit: to prevent unauthorized entrance</li> </ul>
Step 3 Area Designation	<p>The Safety Response Team will designate the following areas and mark with signage</p> <ul style="list-style-type: none"> <li>● Chestnut Campus <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - Front gate</li> <li>○ <b>Reunification Point</b> - Classrooms</li> <li>○ <b>Point of Exit</b> - 26th Street Gate</li> <li>○ <b>First Aid Station</b> - Office</li> </ul> </li> <li>● MLK Jr. Campus <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - MLK Front Gate</li> <li>○ <b>Reunification Point</b> - Cafeteria</li> <li>○ <b>Point of Exit</b> - School Exit to Parking Lot</li> <li>○ <b>First Aid Station</b> - Office</li> </ul> </li> <li>● Adeline Campus</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - Front Door on 42nd st.</li> <li>○ <b>Reunification Point</b> - Cafeteria</li> <li>○ <b>Point of Exit</b> - parking lot</li> <li>○ <b>First Aid Station</b> - front atrium</li> <li>● Carolyn Campus <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - Multipurpose Room Front Door</li> <li>○ <b>Reunification Point</b> - Classrooms</li> <li>○ <b>Point of Exit</b> - Playground Gate</li> <li>○ <b>First Aid Station</b> - Multipurpose Room</li> </ul> </li> </ul>
Step 4 Student Release Procedure	<ul style="list-style-type: none"> <li>● Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity.</li> <li>● The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information.</li> <li>● Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well.</li> <li>● Support Services will be available at the Reunification Point</li> <li>● Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.</li> </ul>

Reunification from Evacuation Point

Step 1 Line-up	<ul style="list-style-type: none"> <li>● Students will line up with their homeroom teacher and sit quietly. Classes will be lined up according to grade.</li> </ul>
Step 2 Role Assignment	<p>Safety Response Team will assign members to the following roles:</p> <ul style="list-style-type: none"> <li>● (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents</li> <li>● (2) Runners: to retrieve students from classrooms</li> <li>● (1) Guard at Point of Exit: to prevent unauthorized entrance</li> </ul>
Step 3 Area Designation	<p>The Safety Response Team will designate the following areas and mark with signage</p> <ul style="list-style-type: none"> <li>● Chestnut Campus <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - School Entrance to 26th Street or another specified location according to situation</li> <li>○ <b>Reunification Point</b> - Cafeteria (if possible) or another specified location according to situation</li> <li>○ <b>Point of Exit</b> - School Exit to 26th Street or another specified location according to situation</li> <li>○ <b>First Aid Station</b> - Yu Ming Office (if possible) or another specified location according to situation</li> </ul> </li> <li>● MLK Jr. Campus - Parking Lot Area <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - MLK Front Gate (if possible) or another specified location according to situation</li> <li>○ <b>Reunification Point</b> - Cafeteria (if possible) or another specified location according to situation</li> <li>○ <b>Point of Exit</b> - School Exit to Parking Lot (if possible) or another specified location according to situation</li> <li>○ <b>First Aid Station</b> - Office (if possible) or another specified location according to situation</li> </ul> </li> <li>● Adeline Campus</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - Front Door on 42nd st.</li> <li>○ <b>Reunification Point</b> - Cafeteria</li> <li>○ <b>Point of Exit</b> - parking lot</li> <li>○ <b>First Aid Station</b> - front atrium</li> <li>● Carolyn Campus <ul style="list-style-type: none"> <li>○ <b>Point of Entry</b> - Multipurpose Room Front Door</li> <li>○ <b>Reunification Point</b> - Classrooms</li> <li>○ <b>Point of Exit</b> - Playground Gate</li> <li>○ <b>First Aid Station</b> - Multipurpose Room</li> </ul> </li> </ul>
Step 4 Student Release Procedure	<ul style="list-style-type: none"> <li>● Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity.</li> <li>● The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information.</li> <li>● Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well.</li> <li>● Support Services will be available at the Reunification Point</li> <li>● Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.</li> </ul>

**Safety Response Team**

Name	Role
<b>Chestnut Campus</b>	
Sumi Vasquez	Office Manager
Daaiyah Shabazz	Culture Specialist
Xinxin Liu	Associate Principal
<b>MLK Jr. Campus</b>	
Karla Stine	Office Manager
Andrea Siu	Enrollment and Compliance Manager
Hua Zhang	Principal
Wendy Larson	Head of Finance Operations
<b>Carolyn Campus</b>	
Kawana Burroughs	Office Manager
Dandan Liu	Principal
LaMarr Thomas	Culture Specialist
<b>Adeline Campus</b>	
Moni Arrona	Office Manager
Amy Salfen	Principal
Xinxin Liu	Associate Principal

**Emergency Drill Schedule**

It is the Operations Team’s responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The following drills are required:

- **Fire Drill:** At least once per month, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.

- **Earthquake Drop & Cover Drill:** This drill should be performed once per quarter of each school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the School's Major Disaster Plan.
- **Lock Down Drill:** This drill should be performed twice per school year.

Below is the drill schedule for our 2025-26 school year:

Drill	Month	Date	Day	CHE TIME	MLK TIME	CAR TIME	ADE TIME
Lock Down Drill -1	October	9/4/25	Thursday	1:00:00 PM	10:00:00 AM	10:50	9:30 AM
Fire -Sept	September	9/30/25	Tuesday	8:45:00 AM	11:00:00 AM	2:15 PM	2:10 PM
Earthquake 1	October	10/10/25	Tuesday	2:35:00 AM	12:00:00 PM	8:45 AM	9:50 AM
Fire - Oct	October	10/29/25	Wednesday	9:20:00 AM	1:30:00 PM	12:30 PM	1:00 PM
Major Disaster 1	November	11/10/25	Monday	1:00:00 PM	2:00:00 PM	12:30 PM	11:50 AM
Fire - Nov	November	11/20/25	Thursday	9:00:00 AM	11:00:00 AM	12:30 PM	10:45 AM
Fire - Dec	December	12/12/25	Friday	8:45:00 AM	10:00:00 AM	8:45 AM	9:00 AM
Fire- Jan	January	1/7/26	Wednesday	1:10:00 PM	12:00:00 PM	10:50 AM	2:15 PM
Earthquake 2	January	1/26/26	Monday	2:35:00 PM	1:30:00 PM	12:55 PM	1:00 PM
Fire - Feb	February	2/13/26	Friday	1:10:00 PM	11:00:00 AM	10:50 AM	10:45 AM
Fire- Mar	March	3/3/26	Tuesday	1:00:00 PM	2:00:00 PM	9:10 AM	10:45 AM
Lockdown 2	March	3/25/26	Wednesday	8:45:00 AM	10:00:00 AM	10:50 AM	9:00 AM
Fire - Apr	April	4/16/26	Thursday	2:35:00 PM	12:00:00 PM	12:30 PM	1:00 PM
Lockdown 2	April	4/30/25	Wednesday	1:00:00 AM	11:00:00 AM	2:15 PM	9:50 AM
Fire- May	May	5/1/26	Friday	2:35:00 PM	9:30:00 AM	9:10 AM	11:00 AM
Earthquake 3	May	5/19/26	Tuesday	9:00:00 AM	1:30:00 AM	10:50 AM	11:50 AM
Major Disaster 2	June	6/1/25	Monday	8:45:00 AM	11:00:00 AM	2:15 PM	2:05 PM

*\*Dates and times are subject to change.*

## Training

We provide training on emergency drills to teachers and staff during our beginning of the year professional learning week as well as on the professional learning day on each Friday before the drill. We also send out email reminders on the drill procedures one day before the drill to remind the teachers.

Teachers conduct training for students according to their own schedule.

Safety Response Team developed checklists for every type of drill. We consolidate feedback for improvement after each drill, update our drill procedures as needed, and re-train the teachers and students accordingly.

## Emergency Contact Datasheet

### Emergency Phone Numbers

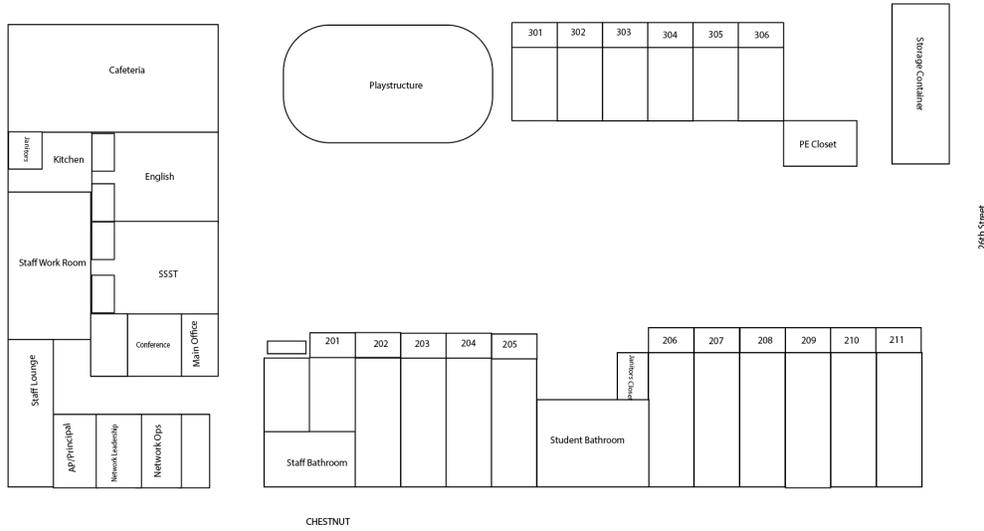
Entity	Number
Emergency	911
Oakland Police Department	510-777-3211
Oakland Fire Department	510-444-1616
American Red Cross	510-595-4400
Oakland Office of Emergency Services	510-238-3938
Summit Medical Center Emergency Department	510-869-8700
Highland Hospital Emergency/Trauma Department	510-437-4559
Kaiser Oakland Hospital	510-752-1000
Pacific Gas And Electric	800-743-5000
Ebmud Water	510-835-3000
Alameda County, Poison Center	800-222-1222
Office of Environmental Health Hazard Assessment	916-323-2514

### Emergency Broadcast Stations

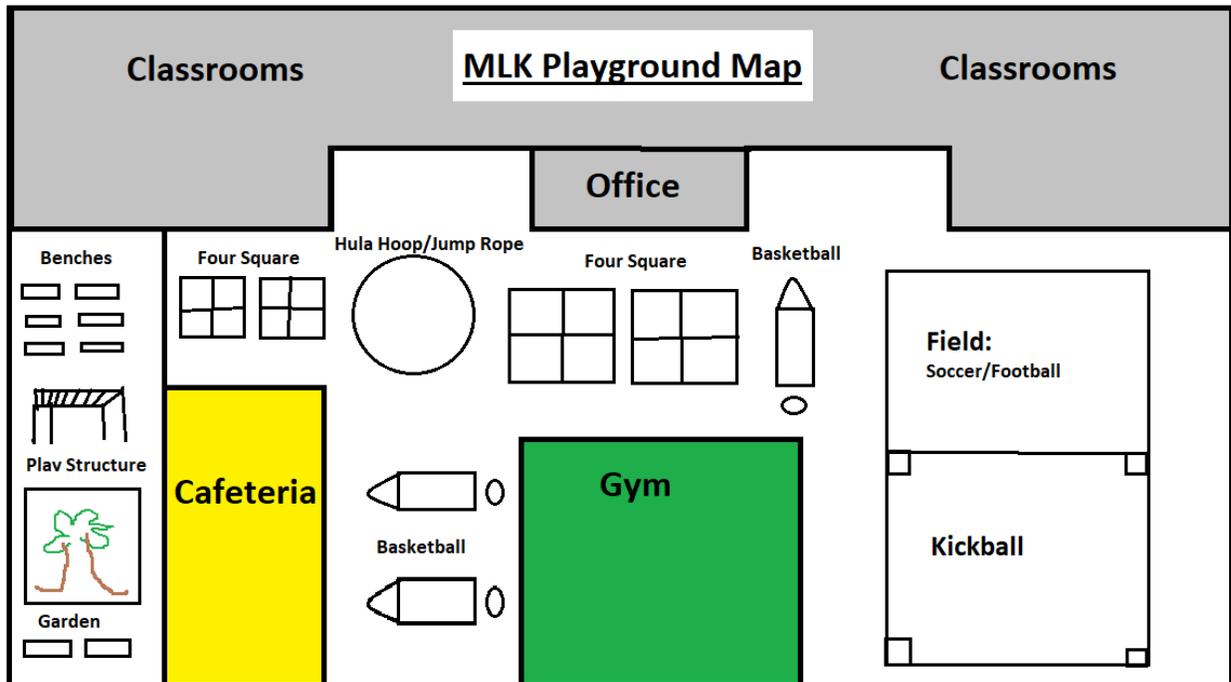
- KCBS 740AM
- KGO 810AM
- KNBR 680AM
- Radio Oakland 530AM

# School Maps

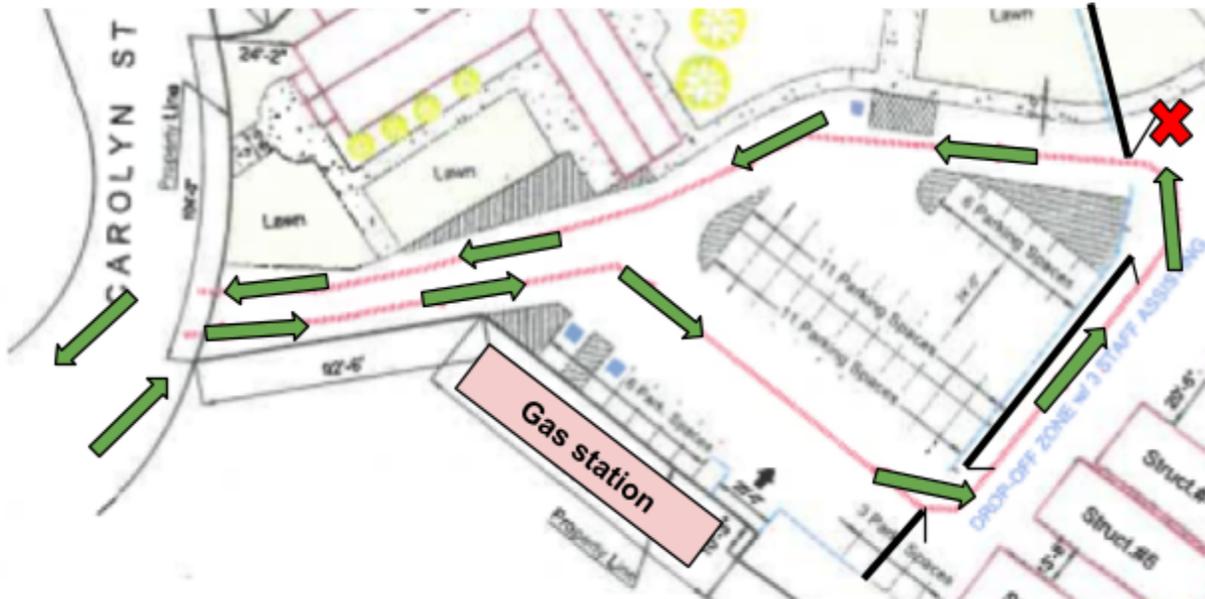
## Chestnut Campus - Street Level



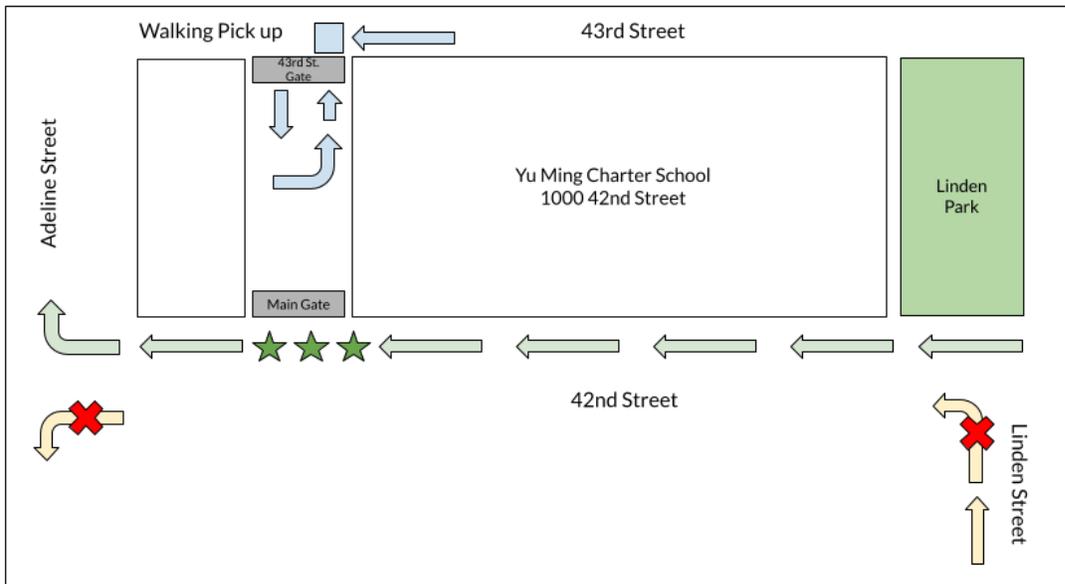
## MLK Jr. Campus



Carolyn Campus



Adeline Campus



# SEMS (Standardized Emergency Management System Plan)

## Roles and Responsibilities

### Incident Commander

- MLK Jr.: Hua Zhang
- Chestnut: Amy Salfen or Xinxin Liu
- Carolyn: Dandan Liu
- Adeline: Amy Salfen or Xinxin Liu

The Incident Commander is the decision maker for the impacted school who is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (IC) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

1. Assume command
2. Communicate a "signal" to the students and staff identifying the type of emergency
3. Call 911
4. Notify Principals, Campus Supervisors, Support Staff, and on-campus child care of the emergency
5. Call ESC 933-8800 ext. 0. Switchboard will initiate the phone tree and contact Superintendent
6. Activate the Emergency Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
7. Conduct initial briefing with the Command Staff
8. Monitor local emergency radio stations for local news
9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
10. Create an action plan with specific objectives including strategies to review and evaluate
11. Make provisions for language translators
12. Release teachers, as appropriate
13. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
14. Signal all-clear (Police Only will signal; if present)
15. Begin "Student Release Procedures" when appropriate. Only the Superintendent can direct that students be sent home before the end of the regular school day.
16. Create an action plan with specific objectives for returning to normal operations
17. Debrief staff, parents/community, and students

### Deputy Incident Commander

- MLK Jr.: Karla Stine

- Chestnut: Sumi Vasquez
- Carolyn: Kawana Burroughs
- Adeline: Moni Arrona

The Deputy Incident Commander assists the IC and takes over the duties of the IC if the IC is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities

1. Report to, attend briefings, and assist the IC
2. Keep unauthorized people away from the IC
3. Responsible for Emergency Plans

#### Command Staff - Emergency Operations Coordinator

- MLK Jr., Chestnut, Adeline and Carolyn: Bethany Marrie Ito

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
2. Report to IC and attend briefings
3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
4. Indicate the process for emergency declarations
5. Develop status boards
6. Maintain a “position” log of staff
7. Monitor Command Staff for signs of stress or under-performance
8. Fill any unstaffed positions

#### Command Staff - Safety Officer

- MLK Jr.: Hua Zhang
- Chestnut: Xinxin Liu/Amy Salfen
- Carolyn: Dandan Liu
- Adeline: Xinxin Liu/Amy Salfen

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions

3. Monitor stress levels of personnel involved in the response
4. If directed by IC, turn off gas supply, water supply and/or electricity
5. Oversee “Logistics” for equipment and supplies

#### Command Staff - Training Coordinator – Principal/Student Support Services

- All Campuses: Bethany Marrie Ito/Emily Wood

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Train staff prior to an emergency

#### Command Staff - Public Information Officer

- All Campuses: Mathilde Andrejko

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the school PIO is not available or forthcoming. Below is a checklist of responsibilities.

1. Contact the CEO, COO, School Board, Principals, and families as appropriate.
2. Contact Director of Student Support Services to assign psychologists and counselors to the site.
3. Attend briefings with IC.
4. Identify yourself as the “PIO” with a vest, visor, or sign.
5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information school wishes to be released to the public.
7. Convey that everything is going to be okay. Answer questions completely and truthfully. Avoid speculation, bluffing, inaccuracies, talking off the record, arguing and using the phrase “no comment.” Repeat what you want the press to hear.
8. Ensure announcements and other information are translated into other languages as needed.
9. Assist with rumor control.
10. Keep all documentation to support the history of the event.
11. Remind staff and volunteers to refer all questions from media or waiting parents to the PIO.

12. Monitor new broadcasts about the incident; correct any misinformation heard.

### Plans Chief

- All campuses: Emily Wood

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Documentation Team
  - a. Develop, distribute, and document all actions and site maps
  - b. Receive and record student/staff attendance rosters
  - c. Collect completed student release forms from the Parent Emergency pick-up location
  - d. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
3. Message Team
  - a. Maintain a message board
4. Communication Team
  - a. Record, collect, and evaluate information (keep all original notes – they are legal documents)
  - b. Monitor radio for local news
  - c. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
5. Damage Assessment Team
  - a. Report damage to Plans Chief who will report to IC
  - b. Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
6. Demobilization Team
  - a. Deploy and supervise personnel as needed to gather and assess intelligence information
7. Disaster Plan Update Team
  - a. Provide ongoing analysis of situation to Plans Chief who will report it to IC
  - b. Report status of resources
  - c. Prepare estimates of incident escalation or de-escalation
  - d. Report missing, absent, and medical students/staff to IC
8. Web Page Update Team
  - a. Using the school's or district's web page, communicate disaster updates to the community

### Operations Chief

- All Campuses: Emily Wood and Bethany Marrie Ito

The Operations Chief exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities

1. Attend briefings with IC
2. Search and Rescue Team
  - a. Remain in contact with Operations Chief by radio
  - b. Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room complete search by closing slash in (X) on door.
  - c. As rooms are reported clear, radio to Operations Chief to mark "C" on site map
  - d. Utilize other teams as needed (Patient Transport, Morgue and First Aid). Do not use names of students/staff on radio/map
  - e. Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)
3. Facilities/Hazardous Materials Team
  - a. Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC. Use yellow caution tape where necessary
  - b. Record assessment of facilities and hazardous materials on site map
  - c. Photograph damage if possible before repair
4. Security Team
  - a. Lock gates and secure major external doors
  - b. Verify that campus is locked down to Operations Chief, who will report it to IC
  - c. Report non-staff and non-students to Operations Chief, who will report it to IC
  - d. Route all parents to "Parent Pick-up Area"
5. Patient Transport and Morgue Team
  - a. Transport patients to First Aid; do not transport to morgue unless directed by Operations Chief
  - b. Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD and one tag to plastic bag if body is in bag
6. Medical-First Aid Team
  - a. Keep accurate records
  - b. Report deaths immediately to Operations Chief who will report it immediately to IC
  - c. Establish what I-Immediate and D-Delayed treatments will be

- d. Consult with Wing Leaders regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
  - e. Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment
7. Parent Pick-up Team (in reunification process)
- a. Designate “Request Area/Gate” and “Release Area/Gate” for parents to pick-up; mark with signs
  - b. Verify that adult completing student release form is on student’s emergency card; retain form for record
  - c. If student is in class, have runner go to class and bring student to pick-up area
  - d. Release younger students first
  - e. Escort parent to Safety Response Team if student is missing or with Search and Rescue Team
  - f. Escort parent to medical area if student is receiving treatment
  - g. Teachers/Staff Wing Leaders
  - h. Liaison between teams and students/staff for communication, assistance, etc.
  - i. Assist teachers with attendance; buddy system and supervisor, if needed
8. Shelter Set-up Team
- a. Sleeping/living areas should be 40 square feet per person and good ventilation
  - b. Designate storage area for food and supplies that can be accessed by truck
  - c. Improvise toilets, if necessary using 5 gallon buckets/trash cans and trash liners
  - d. Keep medication locked up, if possible

### Logistics Chief

- All Campuses: Bethany Marrie Ito

The Logistics Chief is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

1. Attend briefings with IC
  - a. Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, Morgue, and Builders/Sanitation)
  - b. Maintain a visible chart of resources
  - c. Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)

- d. Determine food supply needs (2500 calories/day/person/; approximately 3 ½ pounds unprepared food)
  - e. Obtain supplies other than food and water
  - f. Provide ability to transport staff/students if necessary throughout the city (i.e. medical, etc.)
2. Builders/Sanitation Team
- a. Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, morgue, etc.
  - b. Obtain sanitary supplies (1 toilet/40 persons; 6 toilets/200 persons; 14 toilets/500 persons)
  - c. Maintain computer support

### Finance Chief

- All Campuses: Wendy Larson

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

1. Attend briefings with IC
2. Claims/Procurements /Community Helpers Team
  - a. Track financial records, staff hours, purchasing, etc.
  - b. Complete state and federal claim forms for IC
  - c. Make prior agreements with close stores (i.e. Safeway, etc.) for supplies
  - d. Make prior arrangements with community helpers (i.e. retired doctors, etc.)
  - e. Do a cost analysis of incident/disaster

### **Providing Shelter During An Emergency**

Yu Ming will provide its facility as an Emergency shelter for its staff and students and families during an emergency. The Red Cross has deemed our campuses insufficient to be an Emergency Community Shelter, as we cannot provide a large enough space and not all spaces are handicap accessible.

## School Safety Practices, Policies and Procedures

### Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Yu Ming will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### Suspension and Expulsion Policies

Yu Ming Charter School's **suspension and expulsion policies** are designed to foster a safe learning environment and protect student well-being, aligning with **Education Code Section 48900 et seq.** Corporal punishment is strictly prohibited, and disciplinary measures are applied consistently and fairly. Upon enrollment, students and parents/guardians receive written notification of these policies. Suspended or expelled students are typically excluded from all school activities during their disciplinary period. Special procedures mandated by **federal and state law (IDEA, Section 504)** are followed for students with disabilities.

### Involuntary Removal Process

Students are not involuntarily removed (disenrolled, dismissed, transferred, or terminated) without at least **five school days' written notice** in their native language. This notice details the charges and the student's right to a hearing. If a hearing is requested, the student remains enrolled until a final decision is reached. Reasons for involuntary removal include non-compliance with independent study agreements, but not poor academic performance, incomplete assignments, or minor disciplinary issues that do not meet expulsion criteria.

### **Grounds for Suspension and Expulsion**

These apply to misconduct related to school activity or attendance, whether on school grounds, to or from school, during lunch (on or off campus), or during school-sponsored activities.

**Discretionary Suspension Offenses:** A student **may be suspended** for acts including:

- Causing, attempting, or threatening physical injury (excluding self-defense).
- Unlawful possession, use, or furnishing of controlled substances, alcohol, or intoxicants, or misrepresenting other substances as such.
- Robbery or extortion.
- Damage or theft of school or private property (including electronic files).
- Possession or use of tobacco or nicotine products (except prescription products).
- Obscene acts or habitual profanity/vulgarity.
- Unlawful possession or offering of drug paraphernalia.
- Knowingly receiving stolen property.
- Possessing an imitation firearm.
- Harassing, threatening, or intimidating a witness in a school disciplinary proceeding.
- Unlawfully offering/selling Soma.
- Hazing.
- Making terroristic threats against school officials or property.
- Sexual harassment (for grades 4-8).
- Hate violence (for grades 4-8).
- Intentionally harassing, threatening, or intimidating school personnel, volunteers, or students to the extent of materially disrupting classwork or creating a hostile environment (for grades 4-8).
- Bullying, including electronic acts (cyberbullying).
- Aiding or abetting physical injury, which may lead to suspension but generally not expulsion unless involving severe bodily injury as determined by a juvenile court.
- Possessing a knife or other dangerous object of no reasonable use without written permission.

**Non-Discretionary Suspension Offenses:** These acts **require suspension and recommendation for expulsion**:

- Possessing, selling, or furnishing firearms, explosives, or destructive devices without permission.
- Brandishing a knife at another person.
- Unlawfully selling controlled substances.
- Committing or attempting sexual assault or sexual battery.
- Bringing a firearm or destructive device on campus results in a **one-year expulsion** under federal law.

**Discretionary Expellable Offenses:** The same list as discretionary suspension offenses; these acts **may lead to expulsion**.

**Non-Discretionary Expellable Offenses:** The same list as non-discretionary suspension offenses; these acts **require recommendation for expulsion**.

### **Suspension Procedures**

- Typically preceded by a conference with the student, parent/guardian, and relevant staff, unless an emergency (clear and present danger) exists.
- The student is informed of the reason and evidence and given an opportunity to present their side.
- Parents are notified in writing and by telephone at the time of suspension.
- Suspensions generally do not exceed **five consecutive school days**.
- If expulsion is recommended, the suspension period may be extended if the student's presence is disruptive or poses a threat.
- Homework assignments must be provided upon request for students suspended for two or more days (grades 1-8).

### **Expulsion Procedures**

- Students are entitled to a hearing adjudicated by a neutral officer, held within **30 school days** of the expulsion recommendation, unless postponed for good cause.
- Written notice of the hearing is sent to the student and parent/guardian at least **ten calendar days prior** to the hearing, detailing charges, disciplinary rules, and rights (e.g., right to counsel, inspect evidence, confront witnesses).
- The hearing is typically in closed session unless a written request for a public hearing is made three days in advance.
- Special procedures apply to cases involving sexual assault or battery, allowing for witness testimony in sworn declarations to protect identity or prevent harm, and allowing support persons for the complaining witness.
- A record of the hearing is maintained.

- The **Board of Directors** makes the final decision on expulsion within **ten school days** of the hearing's conclusion. The Board's decision is final and cannot be appealed.
- The Board may suspend the enforcement of an expulsion order for up to one year, placing the student on probation with a rehabilitation plan.
- Written notice of the expulsion decision is sent to the student, parent/guardian, and the County.
- Records of suspensions and expulsions are maintained and available upon request to the chartering authority.
- Parents/guardians are responsible for seeking alternative education programs for expelled students, and the school cooperates in locating placements.
- Expelled students receive a rehabilitation plan and may reapply for readmission no later than one year from the expulsion date, subject to Board discretion and school capacity.

### Special Procedures for Students with Disabilities

- The school notifies the **SELPA (Special Education Local Plan Area)** about discipline for students with disabilities.
- Students suspended for more than **ten school days** continue to receive educational services to ensure participation in the general education curriculum and progress towards IEP/504 Plan goals.
- A **Manifestation Determination Review** is conducted within **ten school days** of an expulsion recommendation or placement change to determine if the behavior was a manifestation of the student's disability or resulted from the school's failure to implement the IEP/504 Plan. If it is a manifestation, a functional behavioral assessment is conducted, a behavioral intervention plan is implemented or reviewed, and the student generally returns to their previous placement. If not a manifestation, general disciplinary procedures apply.
- Parents/guardians of students with disabilities can request an expedited administrative hearing if they disagree with placement or manifestation determination decisions.
- In cases of weapon possession, drug offenses, or serious bodily injury, a student with a disability may be removed to an **interim alternative educational setting for up to 45 school days**, regardless of whether the behavior is a manifestation of their disability.
- Students not yet identified as having a disability may still assert procedural safeguards if the school had prior knowledge of a suspected disability.

## Procedures for Notifying Teachers of Dangerous Pupils

Yu Ming Charter School desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to the site Principal, who is responsible for prompt notification of the student's teachers, other administrators, and the student's counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated.

## Discrimination and Harassment Policies

Yu Ming Charter School is dedicated to providing an environment free from **discrimination, harassment, intimidation, and bullying.**

### Non-Discrimination Statement

The school **does not discriminate** against any person based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, pregnancy, or other characteristics defined in hate crimes law. This applies to curriculum, access to education programs, and all school activities. The school does not request student records prior to enrollment and does not discourage enrollment based on these protected characteristics.

### Harassment, Intimidation, Discrimination, and Bullying Policy

These are defined as intentional conduct (verbal, physical, written, cyber-bullying) based on protected characteristics that interferes with learning, negatively affects student engagement, diminishes school safety, or contributes to a hostile school environment.

- **Harassment** is severe or pervasive conduct that unreasonably disrupts an individual's environment or creates a hostile environment. It includes verbal conduct (epithets, slurs), physical conduct (assault, unwanted touching), retaliation for reporting harassment, and differential/preferential treatment.

- **Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including electronic acts (cyberbullying), that places a reasonable student in fear of harm, causes a detrimental effect on health, or substantially interferes with academic performance or participation.
- **Cyberbullying** includes transmitting harassing communications, direct threats, or harmful content via electronic devices, or impersonating others online to damage reputation. This also covers cyber sexual bullying, which involves the dissemination of nude, semi-nude, or sexually explicit photos of minors.

### Prevention Procedures:

- Students are advised on online safety, including not sharing passwords or personal data, thinking before posting, and understanding that online information can be shared.
- The school provides education to students on appropriate behavior, compassion, respect, acceptance of all peers, and the negative impact of bullying, including how to respond to and seek help for bullying.
- Professional development on bullying prevention is available annually for employees who interact regularly with students.
- When investigating, the school considers factors like the age of students, social dynamics, and environmental context. Conduct that does not meet the "severe or pervasive" standard of bullying is still addressed but may have different consequences.
- Concerns about bullying should be brought to staff immediately.

### Title IX Policy Prohibiting Discrimination on the Basis of Sex

The school prohibits discrimination on the basis of sex in any education program or activity, including sex-based harassment, sex-based hostile environment harassment, discrimination based on pregnancy, and retaliation.

- **Sex-based harassment** includes quid pro quo harassment and hostile environment harassment, which is unwelcome sex-based conduct that is severe or pervasive enough to limit a person's ability to participate in or benefit from the education program. It also includes sexual assault, dating violence, domestic violence, and stalking.
- The **Title IX Coordinator (Chief Academic Officer Celia Pascual)** is responsible for coordinating compliance, receiving reports, addressing issues, and monitoring for reporting barriers.
- All non-confidential employees are required to promptly notify the Coordinator of information about potential sex discrimination. Students are also expected to report incidents.
- The school ensures privacy in investigations to the greatest extent possible.

- **Retaliation** against individuals reporting or participating in an investigation is strictly prohibited.
- **Supportive measures** (e.g., counseling, deadline extensions, security, contact restrictions, leaves of absence) are offered to parties to ensure access to education programs and safety, without being punitive.
- An **informal resolution process** may be offered, but not for all allegations, and requires voluntary consent from all parties.
- **Grievance procedures** provide for prompt and equitable resolution of complaints, with impartial investigators and decision-makers. The standard of evidence used is the preponderance of the evidence.
- The policy includes provisions for dismissal of complaints under certain conditions, with notice and right to appeal.
- **Emergency removal** of a respondent from the education program is possible in cases of imminent and serious threat, following an individualized safety and risk analysis.
- Specific rules govern the investigation process, including what evidence is permissible (e.g., prior sexual conduct of complainant is generally inadmissible).
- Consequences for engaging in prohibited misconduct can include expulsion or termination of employment.
- The school provides accommodations and support for **pregnant and parenting students**, including lactation spaces and leaves of absence.
- All relevant staff receive training on Title IX and sexual harassment.
- Records of complaints, notifications, and training materials are maintained for at least **seven years**.

## Dress Code Policies

Yu Ming Charter School maintains a **mandatory dress code** to foster an academic focus, enhance safety and security, reduce socioeconomic disparities, improve student behavior, and cultivate school pride.

- Students are expected to be in **full school uniform** while on campus and during field trips, including uniform outerwear.
- The uniform includes:
  - **Navy bottom** (pants, skirts, pinafores).
  - **White or Navy top** with Yu Ming logo (polo shirts or button-down shirts).
  - **Burgundy sweater** with Yu Ming Logo (cardigan, sweater, or sweatshirt).
- **Athletic shoes** are required for grades 3-8 and highly encouraged for K-2. No roller shoes are permitted.
- White, ivory, burgundy, or navy blue knee-highs, socks, or tights.
- For physical education activities, students must wear athletic shoes.

- The school provides **two free logo patches** to every student; additional patches are available for a donation. Free new or gently-used uniforms and patches can also be obtained from the Family Engagement and Outreach Coordinator.
- In case of dress code violations, faculty may lend students appropriate clothing or contact parents to provide a change of clothes.

## School Discipline Rules and Procedures

Yu Ming promotes a "culture of learning, not punishment," emphasizing partnership and proactive strategies for student conduct.

### Commitments

- **Student's Commitment:** Students commit to following the school's **Code of Conduct** and school-wide expectations: **Be Safe, Be Responsible, Be Respectful, Be Kind.** They also commit to trying to speak Mandarin at all times except during English instruction, completing homework on time, and reading daily.
- **School's Commitment:** The school enforces its Code of Conduct consistently and fairly, and notifies families promptly about behavioral concerns. The school embraces and models the core values of integrity, perseverance, empathy, and wisdom to instill them in students.
- **Family's Commitment:** Families support the school's Code of Conduct, including all its rules, rewards, and logical consequences, and understand the school's focus on learning. They encourage Mandarin use, support learning at home, hold high expectations, provide quiet homework time/space, ensure homework completion and daily reading, discuss schoolwork, communicate with teachers, ensure prompt makeup of missed work, ensure attendance/punctuality, avoid vacations on school days (which incur a **\$100/day cost** to the school), ensure proper uniform, actively participate in school activities (like conferences), and are encouraged to volunteer at least **30 hours per year.**

### School Climate and Culture

The school aims for a positive climate where all students and adults feel welcomed, respected, and connected. It focuses on affirming, modeling, teaching, practicing, and assessing clear behavioral expectations.

### Restorative Practices and PBIS Philosophy

The school utilizes **restorative justice**, focusing on repairing harm and rebuilding relationships rather than punitive measures. This approach aims to minimize conflict through healthy connections and positively influence behavior.

It incorporates **Positive Behavioral Interventions and Supports (PBIS)**, an evidence-based framework for creating a safe and effective learning environment by proactively addressing behavioral, academic, social, emotional, and mental health needs.

PBIS operates in **three tiers**:

- **Tier One:** Universal foundational supports for all students.
- **Tier Two:** Specialized interventions for specific groups of students struggling with Tier One supports, focusing on underlying issues.
- **Tier Three:** Individualized behavioral interventions, including functional behavioral assessments (FBA).

**Implementation:**

- Teachers explicitly teach behavioral expectations at the start of the year. Unacceptable behaviors are immediately addressed, and students are guided to alternative actions. Logical consequences are used to help students understand the impact of their behavior (e.g., seat changes for disruption, reflection for unsafe play).
- When harm is caused (emotional or physical), students are required to acknowledge and repair that harm through mediated conversations, apologies, or other plans. Parents may be contacted in cases of severe harm.
- Incident documentation and data tracking help identify recurring behaviors and root causes. This leads to multi-tiered support plans involving social skills learning, mediated conversations, and reflective development.
- Suspensions or expulsions are considered only in extreme circumstances that create an extreme physical or emotional safety threat.
- Parents are encouraged to report concerns about other students' behavior to staff, and the school emphasizes that it protects student privacy regarding individual consequences.

### **Safe Ingress/Egress Procedures**

#### Classroom and School Volunteer, Visitation, and Removal Policy

While Yu Ming encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Yu Ming also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Yu Ming has established the following procedures, to facilitate volunteering and visitations during regular school days:

## ***Volunteering***

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with Yu Ming a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Yu Ming Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Except for special circumstances, approved by the Principal, a volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteer hours are applied to the non-mandatory 30 hours of volunteering requested in the Student-Family Handbook.
9. This Policy does not authorize Yu Ming to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
10. Volunteers must show proof of COVID vaccination prior to entering the school premises.

## ***Visitation***

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Yu Ming shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Yu Ming, consistent with the law. The Yu Ming Governing Board and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
4. Except for unusual circumstances, approved by the Principal, Yu Ming visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.
6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
7. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Yu Ming's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate

consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to Yu Ming's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

9. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Yu Ming Board of Directors. The Yu Ming Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
11. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

### ***Penalties***

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to Yu Ming's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

### **Transportation Safety Plan**

Because Yu Ming Charter School (“Yu Ming” or the “Charter School”) provides transportation to or from a Yu Ming school activity, the Yu Ming Board of Directors (“Board”) approved the following transportation safety plan, which contains procedures for Yu Ming personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each Yu Ming site and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Yu Ming policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Yu Ming discipline policy.

## Definitions

- “*School bus*” is any motor vehicle designed, used, or maintained for the transportation of a Yu Ming student at or below the grade 12 level to or from Yu Ming or to and from Yu Ming activities. “*School bus*” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.
- “*School activity bus*” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Yu Ming and carrier to transport Yu Ming students at or below the grade 12 level to or from a Yu Ming activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

## Determining Whether a Student Requires an Escort

If the school site or school activity destination is located on the opposite side of the street of the actual bus stop, then Yu Ming and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Yu Ming requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

## Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

Yu Ming has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Yu Ming is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

#### Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

#### Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Principal.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

### **Procedures for All Students to Follow as They Board or Exit a School Bus at Yu Ming or Other School Activity Location**

Yu Ming has created the following procedures to govern the safe entry and exit of all students at Yu Ming or other school activity location.

#### Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Yu Ming staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Yu Ming teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

#### Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Yu Ming, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Yu Ming teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Yu Ming teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Yu Ming or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Yu Ming staff and the bus driver.

## **Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

Yu Ming staff members should always be involved and active in the supervision of the loading and unloading of students at Yu Ming and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Yu Ming staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the Yu Ming teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Yu Ming teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Yu Ming staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Yu Ming teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Yu Ming teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

## **Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

Yu Ming shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

## **Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

Yu Ming shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

## **Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
  - b. Students are not to play in or be in the street or private property.
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
  - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
  - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

### **Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, Yu Ming shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.

- a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
  - a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.

### **Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, Yu Ming is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the CAO that atmospheric conditions have reduced visibility to 200 feet or less.
2. The CAO may consult with legal counsel as needed.
3. The CAO may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the CAO.

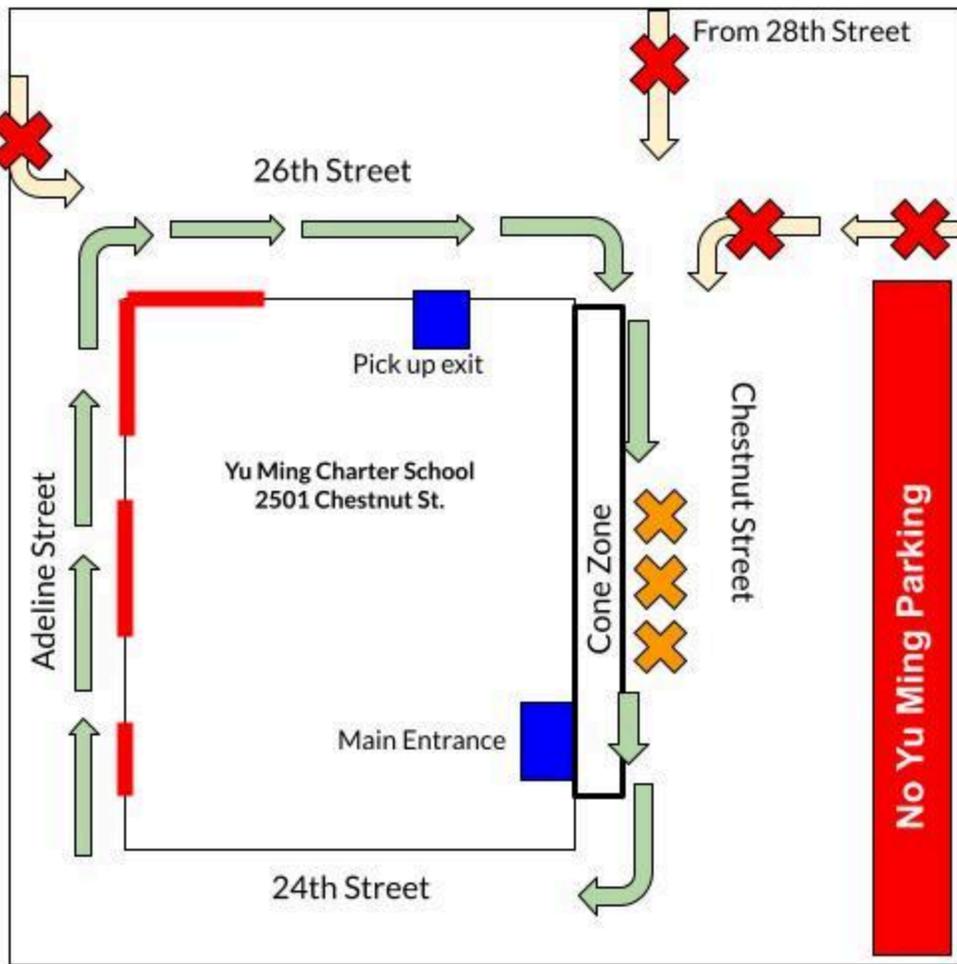
## Drop-off and Pick-up Procedures

All families should prepare a placard to display when picking up your child to ensure a quick dismissal process. The placard can be a piece of paper, or written on your phone, but should clearly show your child's first and last name, as well as their class (for example, John Doe, Panda). This placard should be displayed daily as dismissal duty staff changes day to day.

Because of the impact on the Chestnut neighborhood, families are encouraged to use the vehicle lines for arrival and pick up. To further minimize this impact, **we have staggered arrival and pick up times**. Supervision is provided for older siblings arriving early in the morning and younger siblings leaving later in the afternoon

### Chestnut Campus (Grades K-3)

- Drop Off
  - K-Grade 1 (and older siblings): 7:55-8:10 am
  - Grades 2-3: 8:10-8:25 am
- School Day
  - K-Grade 1: 8:15 - 3:00 (1:00 dismissal Fridays)
  - Grades 2-3: 8:25 - 3:10 (1:10 dismissal Fridays)
- Pick Up Windows
  - K-Grade 1: 2:55-3:10 pm
  - Grades 2-3: 3:10-3:25 pm (and siblings). Younger siblings will be supervised until pick up.



### Chestnut Drop-Off and Pick-Up Procedures:

Families have two options:

- **Curbside Drop-off/Pick-up (Preferred):** Parents place their color-coded, student name card on vehicle dashboard and line up their vehicles on Chestnut Street. Please do not get out of your car, block neighbor driveways nor make u-turns within a 3-block radius. Pull all the way up to the main entrance, students will exit their car where the blue X is pictured. Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.
- **Vehicle Drop-off Procedure**
  - Stay in your car and wait for a staff member to open your car door.

- Do not allow students to exit your car until you are in the “cone zone”. If your student is able to open and close the door themselves, they may exit while in the cone zone. If your child needs assistance, a staff member or volunteer will open the door for them.
- Students should be ready to hop out, with backpacks ready to go
- Keep good-byes quick
- If your child exits early, do not pull out in the traffic–wait to go through the line
- **Vehicle Pick-up Procedure**
  - During your pick up time, stay in your car and wait for a staff member to open your car door.
  - Display your color-coded student name card on dashboard
  - Staff member will radio your student’s name to the teachers inside
  - Student will wait by the gate until your car is in the cone zone
  - Students should be ready to hop out, with backpacks ready to go
  - Keep hellos for once you have pulled away through line
  - If you need to buckle your children, please teach them how to do this on their own quickly

Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.
- **Park and walk (only if necessary):** Park nearby and drop off or pick up students at the Chestnut gate. When parking, please avoid blocking the driveways of our neighbors at ALL times. During pick-up, parents should line up by the main entrance fence and show your student name card (paper or on your phone). Families will walk in through the gate to pick up their child, and then continue to the exit on 26th street. Students will not be released until their name is called. This method for dropping off and picking up should be kept to a minimum to minimize impact on the neighborhood. The car line is the fastest way to get your children.

**MLK Campus (Grades 4-8)**

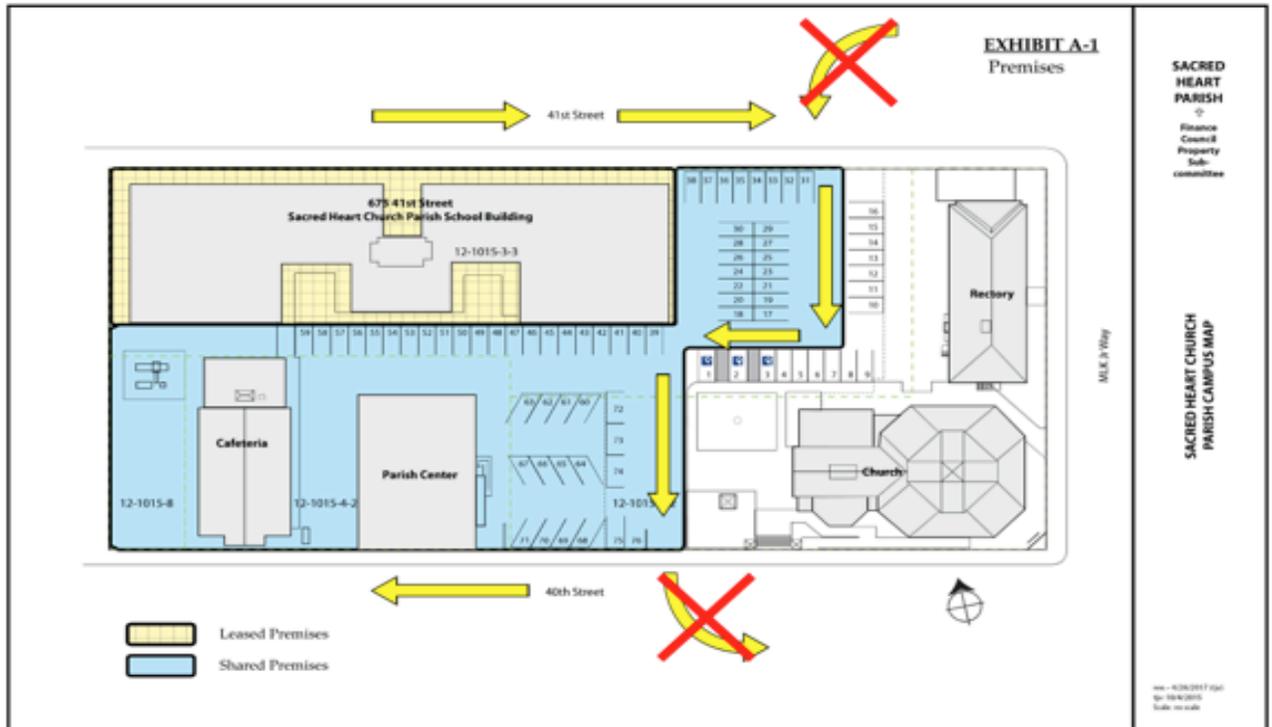
- 8:00-8:25am                      Daily Drop-Off Window
- 8:25am                              **School Day Begins**
- 3:15pm                                **School Day Ends**
- 3:15-3:30pm                      Monday-Thursday Pick-Up Window
- 1:15-1:30pm                      Friday and Early Dismissal Days Pick-Up Window

**MLK Drop-Off and Pick up Procedures:**

Families have two options:

- **Park and walk:** Park in the neighborhood nearby and drop-off or pick-up students at the MLK blacktop. When parking, please be mindful to avoid blocking the driveways of our neighbors at ALL times. Due to limited spaces, only staff are permitted to park in the MLK parking lot.

- Parking Lot Drop-Off/Pick-up:** Parents place “student name card” on the vehicle dashboard and line up their vehicles on 41st St. heading east towards MLK Jr. Way, to wait to turn right onto the campus parking lot. Do not leave your car, block neighbor driveways nor make u-turns within a 3-block radius.

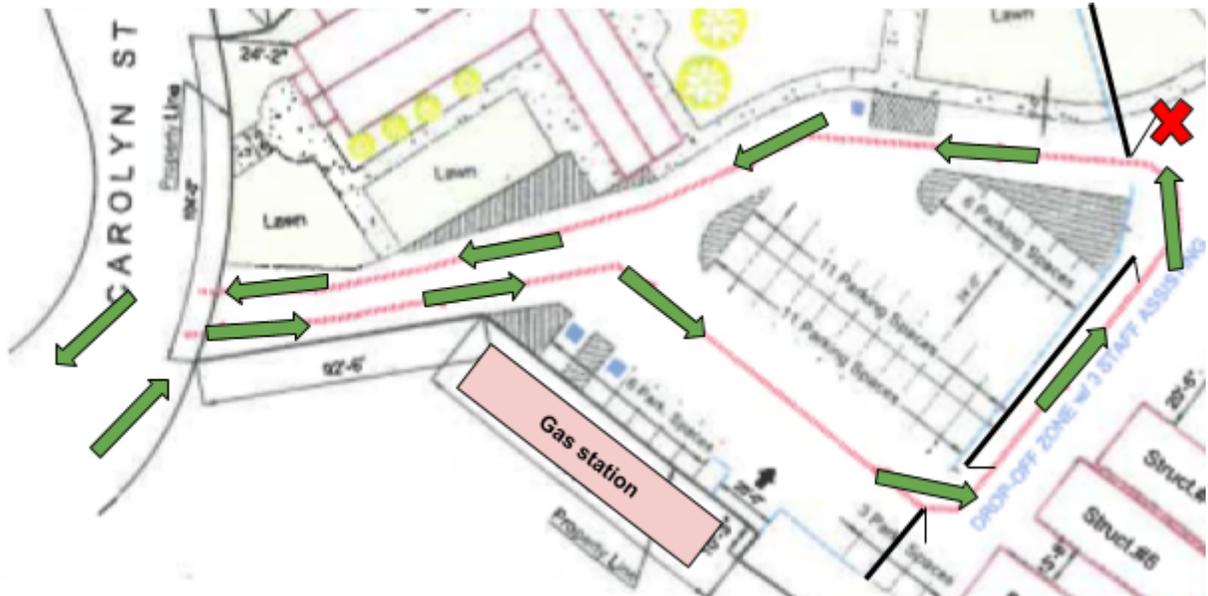


### Carolyn Campus

- 7:55-8:15am Daily Drop-Off Window
- 8:15am School Day Begins
- 3:00pm School Day Ends
- 3:00-3:15pm Monday-Thursday Pick Up Window
- 1:00-1:15pm Friday and Early Dismissal Days Pick-Up Window

### Carolyn Drop-Off and Pick up Procedures:

- Enter the parking lot on the RIGHT side
- Form a line following the path of the green arrows pictured above. **DO NOT park in the parking lot during drop off or pick up.** Even if there are spaces available, these are reserved for staff.
- Stay in your car and wait for a staff member to open your car door.
- If you are the first car in line, please pull forward and stop at the stop sign. Do not allow students to exit your car until a staff member opens the door for them.
- Upon exiting, you may **only** turn left onto Carolyn Street.

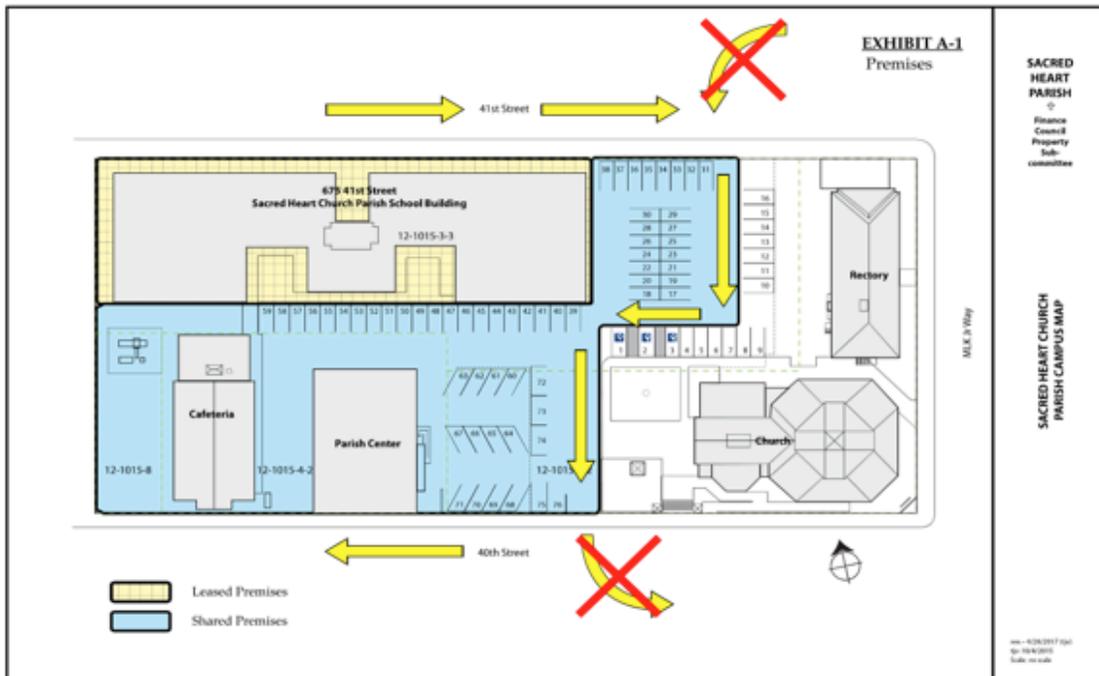




### MLK Jr. Campus (Grades 4-8)

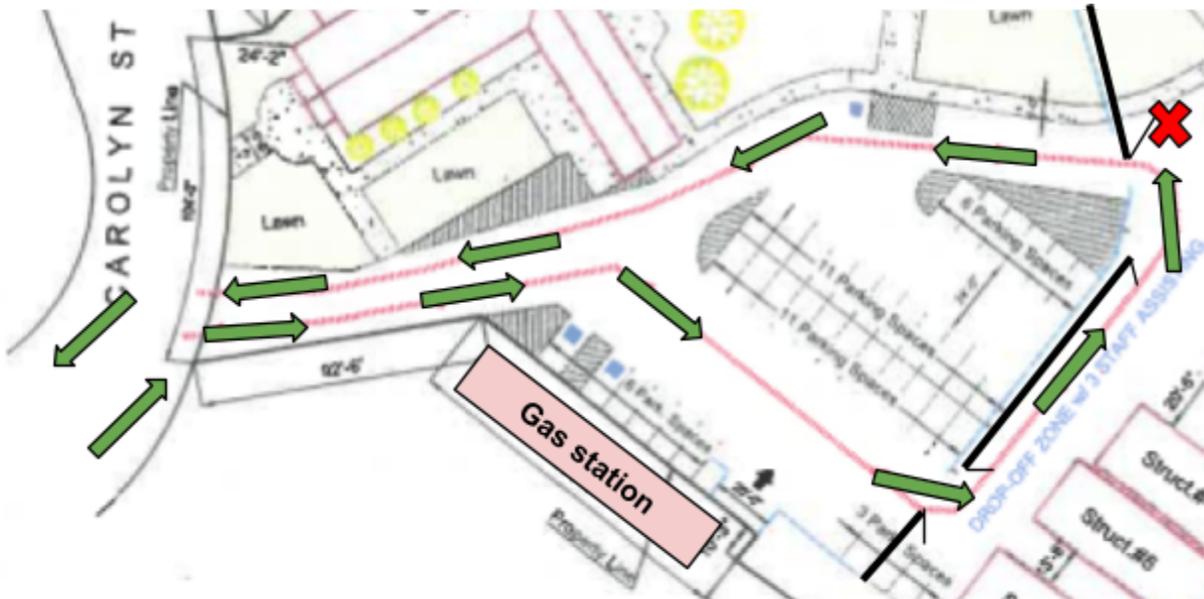
Families have two options:

- **Park and walk:** Park in the neighborhood nearby and drop-off or pick-up students at the MLK blacktop. When parking, please be mindful to avoid blocking the driveways of our neighbors at ALL times. Due to limited spaces, only staff are permitted to park in the MLK parking lot.
- **Parking Lot Drop-Off/Pick-up:** Parents place “student name card” on the vehicle dashboard and line up their vehicles on 41st St. heading east towards MLK Jr. Way, to wait to turn right onto the campus parking lot. Do not leave your car, block neighbor driveways nor make u-turns within a 3-block radius.



### Carolyn Campus (Grades K-2)

- Enter the parking lot on the RIGHT side
- Form a line following the path of the green arrows pictured above. **DO NOT park in the parking lot during drop off or pick up.** Even if there are spaces available, these are reserved for staff.
- Stay in your car and wait for a staff member to open your car door.
- If you are the first car in line, stop inside the second gate (where the red x is pictured), this is where students will exit their cars.
- Do not allow students to exit your car until a staff member opens the door for them.
- Upon exiting, you may **only** turn left onto Carolyn Street.



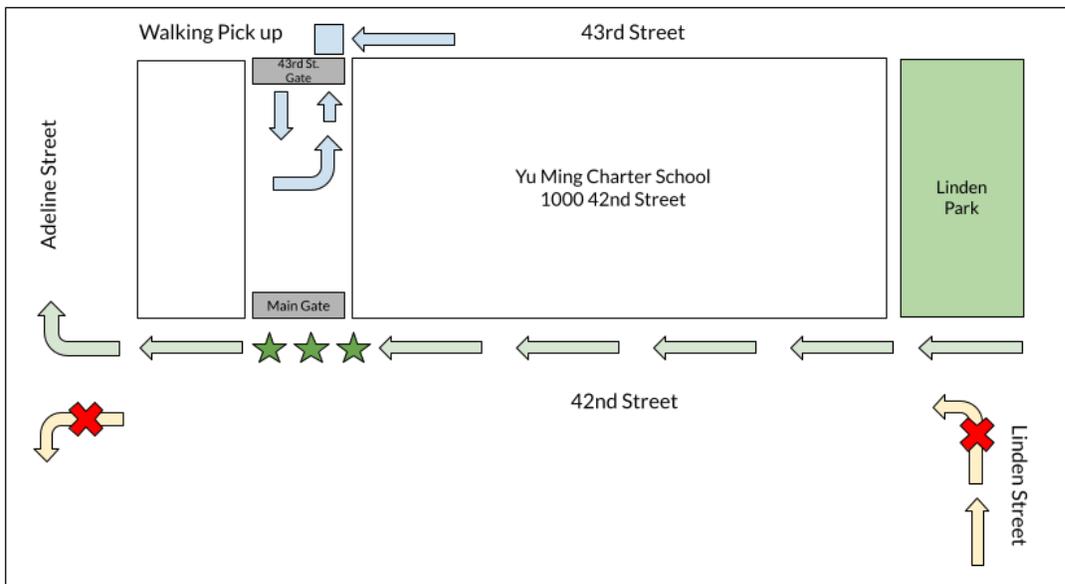
### Adeline Drop off and Pick up Procedure

Families have two options:

- **Curbside Drop-off/Pick-up (Preferred):** Parents place their student name card on vehicle dashboard and line up their vehicles on 42nd Street. Please do not get out of your car, block neighbor driveways nor make u-turns within a 3-block radius. Pull all the way up to the main entrance, students will exit their car where the green stars are pictured. Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.
- **Vehicle Drop-off Procedure**
  - Do not allow students to exit your car until you are in the drop off zone. If your student is able to open and close the door themselves, they may exit while in the cone zone. If your child needs assistance, a staff member or volunteer will open the door for them.
  - Students should be ready to hop out, with backpacks ready to go

- Keep good-byes quick
- If your child exits early, do not pull out in the traffic—wait to go through the line
- **Vehicle Pick-up Procedure**
  - **During your pick up time, stay in your car and wait for a staff member to open your car door.**
  - **Display your student name card on dashboard**
  - **Staff member will radio your student’s name to the teachers inside**
  - **Student will wait by the gate until your car is in the cone zone**
  - **Keep hellos for once you have pulled away through line**
  - **If you need to buckle your children, please teach them how to do this on their own quickly**

**Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.**
- **Park and walk (only if necessary):** Park nearby and drop off or pick up students at the 43rd Street gate. When parking, please avoid blocking the driveways of our neighbors at ALL times. During pick-up, parents should line up by the main entrance fence and show your student name card (paper or on your phone). Families will walk in through the gate to pick up their child, and then exit through the gate back towards 43rd street. Students will not be released until their name is called. This method for dropping off and picking up should be kept to a minimum to minimize impact on the neighborhood.



## **Campus Security**

Yu Ming is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. To avoid loss of Yu Ming property, Yu Ming has procedures for maintaining control of entrances, exits, restricted areas, and other related security issues. Employees are expected to abide by these regulations. Yu Ming will provide a safe and secure campus including using an Alarm system entailing video monitoring and a link to the fire department. Yu Ming will do annual maintenance on all systems including burglar and fire alarms.

## **Restriction on High-Intensity Active Shooter Drills**

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- (1) Code-Red/Lockdown drills shall not be “high-intensity” drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- (2) The drill shall not use real weapons, gunfire blanks, or explosions.
- (3) (3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
  - a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
  - b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
  - c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
  - d. An announcement of the drill shall be given before and after the drill;
  - e. A notice shall be given to parents/guardians after the drill has concluded; and
  - f. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

## **Reporting of Dangerous, Violent, or Unlawful Activities**

In September 2023, SB 671 was signed into law to require all public schools to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Yu Ming takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Yu Ming's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anononymously if necessary—to the Chief Operations Officer. A report can be sent by a legible written note, by email, or by telephone to the following: [ewood@yumingschool.org](mailto:ewood@yumingschool.org), or 510-922-8631. Reports should include place, time, the general nature of the activity being reported, and whether any life-threatening activity or weapons are involved. Any report of activity that directly threatens or involves a loss of life should first be made to 9-1-1, immediately.

Yu Ming shall promptly review every report received, in the order received, and shall make a reasonable inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event.

### **Life Threatening Medical Emergency Procedures**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or designee.
2. Dial 911 or direct someone to do so, provide the following information:
  1. School name and phone number
  2. Building address including nearest cross street(s)
  3. Exact location within the building
  4. Your name and phone number
  5. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.

7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. Whenever 911 is called, an incident report must be created within 24 hrs.

### **Protocols for Responding to Apparent Opioid Overdose**

#### **STEP 1: Evaluate for Signs of Overdose.**

- a. Appropriate employees will be trained to recognize the following signs of an opioid overdose:
  - Unconsciousness or inability to awaken;
  - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
  - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
  - Calling the person's name;
  - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and otherwise follow 911 operator instructions until emergency responders arrive.

**STEP 2: Call 911.** Calling 911 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 911 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR and implement rescue breathing. Follow these and all instructions given by 911 operators until emergency responders arrive.

**STEP 3: Support the Person's Breathing.** Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
  - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
  - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
  - Place your mouth over the person's mouth to make a seal and give two slow breaths.
  - Watch for the person's chest (but not the stomach) to rise.
  - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
  - Place the person on his or her back.
  - Press hard and fast on the center of the chest.
  - Keep your arms extended.

**STEP 4: Assist Emergency Responders.** After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

**DO's and DON'T's:**

**DO** attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

**DO** put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

**DO** stay with the person and keep them warm.

**DON'T** slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

**DON'T** put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

**DON'T** inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

**DON'T** try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

## Instructional Continuity Plan

This Instructional Continuity Plan (ICP) is integrated into Yu Ming Charter School’s School Safety Plan (SSP). The ICP ensures that all students can access instruction during emergencies or natural disasters. It fulfills California Education Code requirements (EC §32282, SB 153) for continuity of instruction, including support for students with disabilities, culturally and linguistically inclusive practices, and compliance with state and federal regulations.

### School Information

- School Name: Yu Ming Charter School
- Type: Public K–12 charter school, Mandarin immersion
- Enrollment & Demographics: Serves diverse student populations, including English Learners and students with disabilities. Communications provided in English, Mandarin, and other languages as needed.
- Mission Context: Culturally and linguistically responsive, supporting equitable access to learning.

### ICP Team Members

Name	Role
Stacey Wang	CEO
Emily Wood	COO
Celia Pascual	CAO
Bethany Marrie Ito	Head of School Site Operations
Hiram Jamison	Head of Technology
School Principals	
FSO Co-Chairs	

### Areas of Need

- Emergency Communication: Establish timely, two-way communication with families in multiple languages within 5 days of an emergency.

- Continuity of Instruction: Prepare for transition to remote or alternate-site instruction within 10 instructional days.
- Equitable Access: Ensure supports for students with disabilities, English Learners, foster and homeless youth.  
Support for Students with Disabilities: Maintain IEP and 504 accommodations, provide assistive technologies.  
Cultural and Linguistic Inclusivity: Provide translated communications and culturally responsive supports.
- Mental Health and Well-Being: Implement social-emotional supports and connect families to mental health resources.
- Emergency Operations Integration: Maintain strong operational readiness, backup facilities, and trained staff.

### Goals and Objectives

1. Two-Way Communication within 5 Days: Reach >95% of families, identify needs, provide safety and instructional updates.
2. Instruction Resumption within 10 Days: Resume learning (remote or in-person) for all students, aligned with independent study requirements.
3. Equitable Access: Guarantee all students receive appropriate supports and access regardless of background or need.
4. Student and Staff Well-Being: Provide trauma-informed supports and mental health services.
5. Ongoing Operational Preparedness: Maintain annual reviews, drills, and staff training; update plan by March 1 each year.

### Action Steps and Timelines

#### Preparedness (Before Emergencies)

- Maintain updated emergency contact lists and multilingual notification system via ParentSquare.
- Obtain independent study agreements; conduct digital readiness checks. Keep Yu Ming Distance Learning Plan updated.
- Provide staff training on hybrid/remote instruction and trauma-informed practices.
- Stock emergency supplies and backup academic materials.
- Establish MOUs with local agencies and backup facilities (ie. Golden Gate Recreation Center).

#### Immediate Response (0–5 Days Post-Emergency)

- Activate Incident Command and safety protocols.
- Send multilingual emergency notifications; begin two-way contact with families.
- Assess student safety, well-being, and immediate support needs.
- Prepare technology and materials for remote learning if campus remains closed.

### Recovery and Continuity (6–10 Days and Beyond)

- Resume instruction (remote or at alternate site) by Day 10.  
Provide regular multilingual updates to families.
- Adjust curriculum pacing and provide targeted academic interventions.
- Continue mental health supports and community healing activities.
- Reopen campus in coordination with authorities; communicate re-entry plan clearly.

### Coordination with Community Resources

- Local emergency services (police, fire, medical)
- County Office of Education and nearby schools for relocation support
- Mental health providers (including bilingual services)
- Community cultural organizations and translation partners
- Food distribution agencies and technology support organizations

### Progress Monitoring and Review

- Annual review and board approval by March 1; public meeting for input.
- Regular emergency drills, including at least one remote learning day drill.  
Post-incident after-action reviews to inform plan updates.
- Continuous monitoring of key metrics (family contact rates, device access, training completion).
- Compliance documentation and annual reporting to CDE.

## Immigration Enforcement Procedures

### Legal Authority and Scope

This policy is adopted pursuant to Education Code §234.7, as amended by AB 49 and AB 495, and applies to all programs operated by the charter school, including preschool, transitional kindergarten, afterschool, summer school, and all school-sponsored activities. Education Code §234.7 applies to a school district, county office of education, or charter school.

“Immigration enforcement” is defined consistent with the California Values Act (SB 54) and Government Code §7284.4(f).

#### Monitoring and Receiving Visitors onto Campus

No outsider, including immigration enforcement officers, may enter or remain on school grounds during school hours without registering with the principal or designee.

If no exigent circumstances exist and no judicial warrant is presented, the officer must provide:

- Name, address, occupation
- Purpose for entering school grounds
- Proof of identity
- Any other information required by law

The school shall:

- Post signage at entrances stating registration requirements
- Report entry of immigration enforcement officers to administration or campus security as required for any outside visitor
- Take measures to avoid classroom disruption and preserve peaceful conduct of school activities

#### Immediate Response to Immigration Enforcement Presence

If an officer seeks access to the schoolsite, students, or records for immigration enforcement purposes:

Staff must immediately notify the CEO, COO and/or CAO

Staff must:

- Request and copy officer credentials, including name, badge number, and supervisor contact information
- Ask the reason for the visit and document it
- Request documentation authorizing access and make copies

If exigent circumstances are declared:

- Comply with orders
- Immediately notify the Superintendent or designee

If no exigent circumstances exist:

- If presented with an ICE administrative warrant, staff shall not consent to access and must consult legal counsel.
- If presented with a federal judicial warrant signed by a judge, compliance is generally required; consult legal counsel when feasible.

- If presented with a subpoena, immediate compliance is not required; consult legal counsel.

An ICE administrative warrant does not authorize entry into nonpublic areas or access to school records. Staff shall not physically impede officers but shall document actions and, if feasible, accompany officers at all times.

#### Protection of Student and Employee Information

The school shall not collect or seek information regarding citizenship or immigration status. Personal information, as defined by Civil Code §1798.3, shall not be disclosed for immigration enforcement purposes without a judicial warrant, judicial subpoena, court order, or other lawful educational purpose. Disclosure in response to an ICE administrative warrant is not permitted because it is not a judicial warrant under FERPA or Education Code §234.7. All information requests must be copied, immediately reviewed with legal counsel, and logged and documented.

#### Documentation and Reporting

After any encounter with an immigration enforcement officer, staff must document:

- Officer credentials
- School personnel involved
- Details of the request
- Type of warrant or subpoena presented
- The school's response
- Copies or photos of documents presented

Documentation must be provided to legal counsel or the designated administrator. The Superintendent or charter school principal must submit a timely report to the governing board regarding any request for access or information for immigration enforcement purposes. Reports shall protect the confidentiality of any identifying information.

The Bureau of Children's Justice must be notified at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) regarding any attempt to access a school site or student for immigration enforcement purposes.

#### Parent and Guardian Notification Procedures

- The school must notify parents or guardians immediately if a student is released to a law enforcement officer for immigration enforcement purposes.
- The school must notify parents or guardians before an officer questions or removes a student for immigration enforcement purposes unless a judicial warrant or court order restricts disclosure.

- Parental consent is required before a student may be interviewed or searched for civil immigration enforcement purposes unless a valid judicial warrant signed by a judge is presented.

#### Student Rights and Anti-Discrimination

Students may not be detained for investigation of non-criminal immigration violations by school police or security officers.

Students have the right to file complaints if subjected to discrimination, harassment, or bullying related to nationality, ethnicity, or immigration status.

#### Family Preparedness and Caregiver Authorization

The school shall provide information to families about:

- Family Safety Plans
- Caregiver Authorization Affidavits
- Maintaining updated emergency contact information

#### Staff Training

The school shall provide annual training to teachers, administrators, and staff regarding:

- Responding to immigration enforcement requests
- Protecting student information
- Parent notification procedures
- Student civil rights protections