Voices Morgan Hill at Advent

Safety Plan

2022-2023
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Introduction

Statement of Purpose

Voices College-Bound Language Academy at Morgan Hill (Voices or VMH) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Voices has thoroughly reviewed and updated the school’s emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters. The comprehensive school safety plan may be evaluated and amended, as needed, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Voices is expected to be familiar with this plan in order to carry out his/her/their responsibilities in an emergency. California law declares that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law.”

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster.

Voices Academies Safe School Vision

1. Voices will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.
2. Voices will develop a plan to work cooperatively and collaboratively with parents/guardians, students, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
3. Voices will create a learning and working environment where parents/guardians can be confident that their students are safe and secure.
4. Voices will identify clear procedures for emergencies.
5. Voices is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents/guardians, etc.).

Physical Environment

The School's Location and Physical Environment

VMH at Advent is located in South Santa Clara County at Advent Lutheran Church. The immediate area around the schools includes single-family dwellings and rental homes. Present safety hazards may include housing construction in the area.
Description of School Grounds

Voices is temporarily located at three separate sites in Morgan Hill. The first site is a lease for shared space at Advent Lutheran Church and is located at 16870 Murphy Ave, CA 95037. It is a one story building and Voices at Advent shares space with the church as well as a preschool.

Advent there are a total of 4 separate non-teaching areas: office area (labeled on evacuation map “office”), staff break area (labeled on evacuation map “Fellowship Hall”), kitchen and the three (3) Learning Center spaces (see evacuation map). There are three (3) areas designated as the Learning Center space (see evacuation map). In the office there will be shared space for the Learning Center (labeled “Learning Center 3”) using partitions to divide the space.

Advent has two sets of restrooms for VMH use (with multiple stalls in each restroom) which is sufficient. One restroom will be assigned exclusively to students (see evacuation map). A second set of restrooms located between Room 1 and Room 2 will be assigned to VMH staff and any VMH visitors.

Advent has a play structure which will be fenced off. Play structure was originally placed at Advent by Voices when first occupied in 2015-2017. The play area is located in the rear end of the back parking lot.

Maintenance of School Buildings/Classrooms

Voices at Advent’s physical facility is well maintained and generally looks neat and clean. School personnel periodically examine the school’s physical facility and help eliminate obstacles to school safety. See Appendix A for a Monthly School Site Safety Checklist. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration/school leadership team and individual classroom teachers. See Appendix B for a Classroom Safety Checklist. Teachers and administrators can report facility maintenance issues to the Business Manager or the principal who are responsible for resolving all general as well as urgent maintenance issues. The staff and students take pride in the appearance of the school.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

School Supports

Voices employs school assistants during recess and lunch as well as a Dean of Culture or Parent Liaison whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The Business Manager in collaboration with the network operations team, has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that students are often the first to
know of dangerous plans or actions, the school site leadership team at each of the Voices campuses are available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, students are encouraged not to keep secrets. Effective relationships between the school leadership team and their students help initiate appropriate investigations, help staff learn of suspects in school offenses and help collect important knowledge about community conflicts that may have an impact on school safety.

**Campus Disturbances and Crimes**

Voices recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes sometimes occur because of parental custody disputes. The staff at Voices will maintain the student’s record custody documentation provided by families and will request assistance from local law enforcement, as needed.

**Registration of Visitors/Guests Policy**

**Posting of Notice**

At each entrance to Voices school grounds, 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.

**Conditions for Campus/Classroom Visitation**

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises. Visitors must wear visitor lanyard and/or visitor stickers at all times while visiting school site.
3. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor’s presence or conduct would:
   a. Disrupt Voices’ operations, its students, its teachers, or its other employees;
   b. Result in damage to Voices property (or the property of Voices staff and/or students); or
   c. Result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable
basis, in the judgment of the Principal or designee, for concluding that the visitor’s presence on school grounds would: disrupt or is disrupting Voices’ operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.

6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.

7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

COVID Specific protocols: All visitors must check in with office staff and will be required to submit the following:

- Proof of COVID-19 vaccination or proof of negative COVID-19 test. Antigen COVID-19 test will be accepted.
- Wellness Survey (Will be provided by office staff)

**Building Security**

All Voices staff are required during the duration of school hours to wear a Voices lanyard which has their picture, name and position. All visitors and volunteers will be required to sign in at the office (see evacuation map labeled “office”). Visitors/Volunteers will be provided with a Voices lanyard (“visitor”) which they will be required to wear during the duration of their visit. COVID protocols will take place at the Voices office during the sign in process. All Voices classroom doors remain locked during school hours.

**School Climate**

**School Culture**

There is a high level of cohesiveness among the staff members at Voices. In fact, leadership at Voices’ schools is a shared process. Cooperation and support between teachers and the administration is evident. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The management team is committed to developing an atmosphere of high achievement, positivity and empathy.

The principal sets a positive tone for the school, guides the staff, and works closely with them on curriculum, character traits and school safety issues. The school site’s organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.
Efforts are made by the administration and staff to show concern for all students. Further, all students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Principal, Dean of Culture, Student Services Manager, Business Manager, school support staff, teacher, or other staff members.

**Parent Involvement Policy**

Parents/guardians have the opportunity and are encouraged to participate at Voices in a variety of ways. Any regular volunteer, as determined by the Principal, Dean of Culture and Business Manager, that works with children must meet the requirements as listed in the Volunteer Handbook. Parental involvement is not a requirement or consideration for acceptance to, or continued enrollment at, the Charter School. For more information, please see the Parent Involvement Policy.

**Classroom Organization and Structure**

Voices teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, small group, partner work and whole group configurations, journals, writing, and others.

The teachers at Voices are qualified for their role and hold the appropriate certifications. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupils and staff. Instructional time is maximized and disruptions are minimized.

**Gather and Analyze Data About School Climate and Community**

Voices recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Data is collected, reported, and reviewed on all crimes committed on the school campus. The Dean of Culture keeps track of office referrals (character violations) and continuously evaluates these cases in order to identify ongoing issues and create a plan towards reducing these incidents. If needed, office referrals will be escalated to the school Principal

**Non-Negotiable Expectations for Voices Students**

Voices encourages adherence to the Four Voices Core Values and Two School-site Values.

**Core Values:**
1. Students in the Forefront
2. Si Se Puede Attitude
3. In LaK’Ech
4. Shared Leadership
School-site Values:
1. Scholarship
2. Activism

The academic and behavior efforts of pupils are recognized at school assemblies (Plaza Comunitaria).

Professional Development and Parent/Guardian Education

Voices provides professional development for teachers and parent/guardian workshops. Amongst the goals of such programs are to help students establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

General Safety Procedures

Introduction

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Voices promotes educationally and psychologically healthy environments for all students. Voices recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Voices further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Voices efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Prevention and Intervention: Aggressive Student Behavior

Creating a safe school requires having in place many preventive measures for children’s mental and emotional challenges. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings and expressing anger in appropriate ways and resolving conflicts. Voices provides staff with Social Emotional Learning and Restorative Practices training. Staff members at Voices also receive training in conflict resolution skills via Safeschools.

Discipline Policy

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a
case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity.

Voices uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. Voices has developed plans to promote positive behaviors in the playground, cafeteria, and assembly areas.

See the “Suspension and Expulsion Policy” in the Family Handbook.

Notice of Disciplinary History

The appropriate school districts shall provide to the administration of Voices schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (2) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. In the event of a suspension, the Notice of Suspension is copied to the student’s cumulative file. Each year, the Business Manager and principal review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Voices. The staff at Voices shall work closely with the local law enforcement / Gang Unit (Gang Hotline 408-293-GANG (4264), Youth Against Violence Hotline 1 800 680-4264 or 911) regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student’s parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Students are expected to respect their school and will be required to clean up any graffiti immediately. Any gang affiliated/racist graffiti will be reported to the Morgan Hill Police.

Drug, Alcohol, and Tobacco Free

Voices recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Voices buildings, facilities, and vehicles. Voices supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potential. Students who use, possess, and/or sell controlled substances are subject to disciplinary action, up to and including a recommendation for expulsion. For further information see the Suspension and Expulsion Policy.

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:
1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade or above.**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student’s time to talk in a calm setting and gradually change the climate of the situation.

**School Staff should follow these guidelines when a riot occurs:**

1. The School principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Activate needed emergency plans, which may include:
   a. Instructing office staff to handle communications and initiate lockdown orders.
   b. Informing Team Z.
   c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
   d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
   e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
   f. Team Z will brief a representative to meet the media.
   g. Assign staff to a pre-designated medical treatment/triage facility.

**Assaults**

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School principal, or their designee. The school principal (or designee) will determine if law enforcement officials should be
notified. If a serious assault occurs, the school principal (or designee) shall:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the principal, or his/her designee and Team Z. See Appendix C for Employee/Student Minor Incident/Accident Report.
7. Submit an incident report to the local law enforcement, if serious bodily injury has occurred. See Appendix C for Employee/Student Minor Incident/Accident Report.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. In the event of a civil disturbance, the following precautionary measures should be taken:

1. Notify local law enforcement authorities and-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school principal, or his/her designee and Team Z.
3. Do not argue with the participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for the school principal, or his/her designee. See Appendix C for Employee/Student Minor Incident/Accident Report.

School Dress Code Policy

School Philosophy

Voices recognizes the need for and importance of students to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and
not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

**General Guidelines**

Students will be required to wear a school uniform. See Family Handbook. The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

**Prohibited Conduct and Sanctions**

Students who repeatedly violate the School Dress Code may be subject to discipline. Staff should refer to the Employee Handbook for the staff dress code.

**Mental Health Programs**

The staff of Voices shall identify students in need and bring forth the student to the school's Crisis Team. The staff of Voices shall implement the response plan for self harm/harm to others/suicide risk detailed below in the Suicide section in cases where a student exhibits specific characteristics and/or makes a verbal or written direct or indirect threat to harm self or others.

Voices will notify parents/guardians of a pupil at least two times during the school year on how to access mental health services at school or within the community. AB 2022 (Chapter 484/2018)—Pupil Mental Health Services: School Notification.

**Suicide**

Suicide prevention training for instructional and crisis team staff will be provided and be designed to help staff identify and find help for students at risk of self harm/harm to others/suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students’ appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum
and promoting mental and emotional health.

4. Voices and community resources and services for students and families in crisis and ways to access them.

5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.

7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

**Attempted Suicide / Suicide Threat**

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the office. The Principal/Dean of Culture (DoC) or crisis team designee will escort the pupil to the office to begin the Network-wide risk assessment form Appendix D. The Principal/DoC or crisis team designee shall then notify the student’s parent/guardian. Depending on the risk level, the Principal/DoC or crisis team designee may also refer the student to mental health resources at Voices or in the community.

When a suicide attempt or threat is reported, the Principal/DoCor designee shall, at a minimum:

1. Ensure the student’s physical safety by one of the following, as appropriate:
   a. Securing immediate medical treatment if a suicide attempt has occurred;
   b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
   c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, and/or the student’s parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
In the event a suicide occurs or is attempted on the Voices campus, the Principal/DoC or crisis team designee shall follow the crisis intervention procedures contained in Crisis Intervention Protocol. After consultation with the Principal/DoC or crisis team designee and the student’s parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Voices activities to notify a teacher, DoC, Principal, Student Services Manager, another Voices administrator, Voices counselor, or other Voices adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student’s suicidal intentions.

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended.
- The principal/DoC or crisis team designee will:
  - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
  - Have parent/guardian sign the parent notification found within the Network-wide Risk Assessment form.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- If the parent refuses to cooperate, and there is any doubt regarding the child’s safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Youth Crisis Line at (408) 379-9085** and asking for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student’s distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.
**Note:** If a threat is made during an after-school program, and no school personnel is available, call Santa Clara County Suicide and Crisis Hotline at (855) 278-4204 or The Crisis and Suicide Prevention Lifeline at 9-8-8 or 1-800-273-TALK for help. Immediately inform the principal of the incident and actions taken.

The law requires that you do only what is reasonable under the circumstances; for example, do not try to remove a gun or other weapon from the person.

**Suicidal Act**

The first school employee on the scene must call for help from another staff member, locate the individual, and follow school emergency medical procedures, such as calling 911.

- A staff member must notify the principal/DoC/or crisis team designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Senior Leadership Team.
  - The Crisis Team consists of any of the following trained people:
    - Chief Culture Officer
    - Principal
    - Dean of Culture
    - Student Services Manager
  - The Leadership Response Team consists of any of the following people:
    - Business Manager
    - Instructional Coach
    - School Site Technician
- The Principal/DoC or crisis team designee will contact the parent/guardian and ask them to come to the school or hospital.
- The Principal/DoC or crisis team designee will call for assistance from the Pacific Clinics (formerly Uplift) Mobile Crisis response team at 408-379-9085
- The Principal/Doc or crisis team designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/DoC or crisis team designee will request written documentation from any treating facilities prior to a student’s return to school.
- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions.
Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student’s death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for the family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school’s response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.

3. Relay the information to the students in a factual way, careful to avoid breaching the student’s or family’s privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor’s office for special assistance if they need to talk.

4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Registered Sex Offender Policy (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

For the protection of students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board of Voices College-Bound Language Academies (“Voices”) has
developed the following policy and procedures to ensure Voices principals and their designees respond appropriately as directed by law enforcement when apprised of information that a registered sex offender resides or works within two (2) miles of a Voices school. This policy and procedures include:

1. Each Voices Principal shall serve as a liaison with law enforcement regarding these matters.

2. At the beginning of each school year, each Principal shall contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the Principal. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the local Principal.

3. At the beginning of each school year, the Principal of each Voices school shall notify parents/guardians of Voices’ willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both Voices and law enforcement. This communication shall also explain:
   a. The reporting requirements pursuant to California Penal Code sections 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender.
   b. The ability of parents/guardians to contact law enforcement for additional information and to review the information on Megan’s Law Internet Website (available at https://www.meganslaw.ca.gov/)

4. When law enforcement notifies a Voices Principal of the residency or employment of a sex offender within two (2) miles of the Voices campus, the Principal shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Principal may disclose information about a sex offender to the following staff at the affected Voices campus:
   a. The Voices Executive Director;
   b. Voices campus supervisors;
   c. Voices bus drivers;
   d. Teachers;
   e. Staff who may be involved in visitor/outsider registration;
   f. Security staff;
   g. Principals and staff at adjacent schools, as appropriate.

5. Further, when law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Voices Principal shall collaborate with local law enforcement to determine the appropriate response. This response may include:
   a. An article in a Voices or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the Voices office. This article shall encourage parent/guardians to contact local law enforcement and access the Megan’s Law Internet website for additional information.
b. A mailing, at law enforcement’s expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan’s Law Internet website for additional information.

c. A mailing of a letter, at Voices expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan’s Law Internet website for additional information.

6. Each Voices Principal shall ensure all staff are aware of the following procedures:

a. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Voices Principal or Executive Director to help ensure Voices is able to respond appropriately.

b. If a staff member sees an identified sex offender is seen on or near school grounds or around any student, that staff member should immediately contact the Voices Principal. When the Principal receives such information, he or she will determine whether the suspected registered sex offender has received written permission regarding the dates and times for entry onto school grounds and has a lawful reason to be on campus, is a parent or guardian of a student at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds, does not have a lawful reason to be on campus, or is not a parent or guardian of a student attending the School, will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement may take any appropriate follow up action.

c. Staff are not permitted to notify any parents or any other members of the community of any information received pursuant to this Policy without the written permission of the Voices Principal.

7. If Voices learns or is notified that a registered sex offender is a parent/guardian of one or more students who attend the School, the Principal should attempt to schedule a meeting with the parent/guardian for the following purposes:

a. To establish a positive, cooperative working relationship to the extent possible;

b. To discuss the incident(s) leading to the registration requirement, (Voices recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Voices);

c. To explain the limitations placed upon the parent’s/guardian’s participation in school programs, activities or visits, as specified in this policy;

d. To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
To develop joint strategies with the parent/guardian for “normalizing” the educational experience of his/her children to the fullest extent possible; and

To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent’s/guardian’s ability to participate in school activities.

8. This meeting shall be held on school grounds unless there is a concern for the safety or welfare of students or staff, and in that event, it may be held at a location within the Principal’s discretion. If this meeting with the parent is not held, the Principal shall notify the parent/guardian in writing of the information contained in this Policy. With appropriate written permission outlining the dates and times permission to be on campus has been granted, Voices recognizes the following rights of the parent/guardian to participate in his/her child’s education:

   a. To transport his/her child to and from school;

   b. To attend regularly scheduled parent conferences with the teacher, principal or other school official; and

   c. To attend a regularly scheduled school program or activity in which their child is a participant.

9. Voices staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity, as defined above.

10. The parent/guardian may not extend their presence at Voices beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

   a. Serve as a school or class volunteer;

   b. Act as a chaperone on a school field trip;

   c. Be in the presence of children for any reason other than for the parent rights stated herein; and

11. Make individual contact with any student other than his/her own while at school or during a school activity. Voices and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

Confidentiality

When a parent/guardian is a registered sex offender, Voices will make an effort to preserve the confidentiality of information obtained pursuant to the law enforcement notification process to the fullest degree possible. School officials may share relevant information with employees and parents/guardians as directed by law enforcement, and will not share any information unless authorized by law enforcement. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.
All Voices schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. Any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

Staff/Student Interaction Policy (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, tying, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, spanking, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**Acceptable and Unacceptable Staff/Student Behavior**

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

**Duty to Report Suspected Misconduct**

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

The purpose of the following lists of unacceptable and acceptable behavior is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or
series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and minor) and desensitizing the minor to various forms of touching and other intimate interactions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

*These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.*

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes/comments with sexual overtones or double-entendres.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Being alone in a room with a student at school with the door closed.
12. Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director or Designee and the student’s parent or legal guardian.
13. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer.
14. Sending emails, text messages or letters to students if the content is not about school activities.

**This policy does not prevent:** 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed. Only such forces as necessary to defend one’s self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents’ written consent for any after-school activity.
2. Obtaining formal written pre-approval from the Executive Director or Designee to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off-campus.
3. E-mails, text-messages, phone conversations, instant messages and other communications to and with students if permitted must be very professional and
pertaining to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment). Keeping the door wide-open when alone with a student.

4. Keeping reasonable space between you and your students.

5. Stopping and correcting students if they cross your own personal boundaries including touching legs, or buttocks, frontal hugs, kissing, or caressing.

6. Keeping parents informed when a significant issue develops about a student such as a change in demeanor or uncharacteristic behavior.

7. Keeping after-class discussions with a student professional and brief.

8. Immediately ask for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

9. Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult.

10. Informing your Supervisor about situations that have the potential to become more severe.

11. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

12. Asking another staff member to be present or within close supervisory distance, when you must be alone with a student after regular school hours or if you will be alone with any type of special needs student.

13. Asking another staff member to be present when you must be alone with a student after regular school hours.

14. Giving students praise and recognition without touching them.

15. Pats on the back, high fives (hands slapping) and handshakes are acceptable.

16. Keeping your professional conduct a high priority.

17. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary
Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed. Only such forces as necessary to defend one’s self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

**Title IX, Harassment, intimidation, discrimination and bullying policy** (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

**Purpose**

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning.

**Policy**

Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any
complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Director of Human Resources
6840 Via Del Oro #160,
San Jose, CA 95119
408-791-1609
HR@voicescharterschool.com

Definitions

Prohibited Unlawful Harassment
- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX
Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
Rape, sexual battery, molestation or attempts to commit these assaults and

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil’s or those pupils’ person or property.

- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
• Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

• A message, text, sound, video, or image.

• A post on a social network Internet Web site including, but not limited to:
  • Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  • Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  • Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of “Cyber sexual bullying” including, but not limited to:

• The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
“Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Grievance Procedures**

**Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Director of Human Resources  
6840 Via Del Oro #160  
San Jose, CA 95119  
408-791-1609  
HR@voicescharterschool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual’s rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.
Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every year thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also file out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such
cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

Staff Contact List

When an emergency situation occurs, contact the principal or designee immediately so that they may determine what type of response is necessary. Please refer to Appendix F for the school's staff contact list.

Health and Safety Requirements Policy (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

The School “Voices” is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School’s general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee’s previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting “food handlers” who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School’s reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three
recommended providers and shall reimburse costs at the maximum of recommended provider’s rate. The availability of this testing may be announced by the School.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

**Fingerprinting**

The Executive Director or Designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Charter School Board will review.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

**Procedures for Background Checks**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime,
unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved course in Cardiopulmonary Resuscitation (CPR) and one approved in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of $75.00 for a 6-hour CPR/First Aid course, and up to $40.00 for a CPR refresher course.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Police Department, sheriff’s department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher’s aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.
Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to https://oag.ca.gov/childabuse/forms.

Reports of suspected child abuse or neglect shall include, if known:

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child’s name and address, present location and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child’s parent/guardians.
d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter’s request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

**Communicable, Contagious, or Infectious Disease Prevention Policy**

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See “Immunizations/Physical Exams” Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

**Smoke-Free Environment**

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

**Exposure Control Plan For Bloodborne Pathogens**

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a
written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School’s “Exposure Control Plan”, employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Medical Emergency Procedures

Medical Emergency Reporting Procedure: 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 any student or employee must be reported to the school principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
   a. School name and phone number
   b. Building address including nearest cross street(s)
   c. Exact location within the building
   d. Your name and phone number
   e. Nature of the emergency
   f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft a written incident report and submit it to the School principal, or his/her designee, before the end of the next workday. See Appendix C for Employee/Student Minor Incident/Accident Report.
Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.
If a child complains of illness, question him/her/them to determine severity.
   a. For minor illness, have the child rest head on desk for 10 to 15 minutes. If he/she/they still complains, send him/her/them with a note to the front office (or call office staff for escort).
   b. If a student is too ill to walk to the office, call office staff for immediate help and explain the severity of the situation.

If a child has convulsions:
   a. Keep calm
   b. Attempt to ease him/her/them to the floor so he/she/they will not fall and injure him/her/themself
   c. Turn his/her/their head to one side so his/her/their tongue will not block his/her/their airway
   d. Do not attempt to insert anything in his/her/their mouth
   e. Send someone to the office or call the office for assistance

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then contact office staff.

Insect Bites:
   a. Remove stinger if possible.
   b. Apply cold, wet towel
   c. Contact office staff if systemic symptoms occur (labored breathing, swelling of the entire body, etc.)

If a Tooth is displaced by traumatic injury, wrap the tooth in moist gauze. Send the injured child to the office. Office staff need to call parent immediately.

Playground Accidents:
   a. Render first aid on the playground if necessary
   b. If the child is mobile, take them to office
   c. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:
<table>
<thead>
<tr>
<th><strong>RESCUE BREATHING</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Tap shoulder and shout, “Are you ok?”</td>
<td></td>
</tr>
<tr>
<td>● Call 911 if no response</td>
<td></td>
</tr>
<tr>
<td>● Open airway: tilt head back slightly, lift chin</td>
<td></td>
</tr>
<tr>
<td>● Check for breathing: check quickly for no more than 10 seconds</td>
<td></td>
</tr>
<tr>
<td>● If no breathing, give 2 rescue breaths</td>
<td></td>
</tr>
<tr>
<td>o Tilt head back and lift the chin up</td>
<td></td>
</tr>
<tr>
<td>o Pinch the nose shut, then make a complete seal of child’s mouth</td>
<td></td>
</tr>
<tr>
<td>o Blow in for about 1 second to make the chest clearly rise</td>
<td></td>
</tr>
<tr>
<td>o Give rescue breaths one after the other</td>
<td></td>
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</tbody>
</table>

Rescue breathing count:

- **Adult:** 1 breath every 5 seconds
- **Child:** 1 breath every 3 seconds
- **Infant:** 1 breath every 3 seconds

<table>
<thead>
<tr>
<th><strong>Nose Bleed</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>● Put on disposable gloves</td>
<td></td>
</tr>
<tr>
<td>● Sit, leaning slightly forward</td>
<td></td>
</tr>
<tr>
<td>● Pinch the nose shut for about 10 minutes</td>
<td></td>
</tr>
<tr>
<td>● Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose</td>
<td></td>
</tr>
<tr>
<td>● If the bleeding does not stop:</td>
<td></td>
</tr>
<tr>
<td>o Apply pressure on the upper lip just beneath the nose</td>
<td></td>
</tr>
<tr>
<td>o Call or have someone else call 911</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wounds</strong></th>
<th>If minor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Put on disposable gloves</td>
<td></td>
</tr>
<tr>
<td>● Have victim sit down</td>
<td></td>
</tr>
<tr>
<td>● Wash wound</td>
<td></td>
</tr>
<tr>
<td>● Apply bandage</td>
<td></td>
</tr>
<tr>
<td>● Apply ice, if desired</td>
<td></td>
</tr>
</tbody>
</table>

If severe:

- ● Put on disposable gloves
- ● Have person sit or lie down
- ● Control bleeding by:
  - o Covering the wound with a dressing and firmly pressing against the wound with a gloved hand until the bleeding stops
<table>
<thead>
<tr>
<th><strong>Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>o</strong> Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place</td>
</tr>
<tr>
<td><strong>o</strong> If blood soaks through the bandage, do not remove the blood-soaked bandages. Instead, add more dressings and bandages, and apply additional direct pressure.</td>
</tr>
<tr>
<td><strong>●</strong> Continue to monitor the person’s condition. Observe the person closely for signs that may indicate that person’s condition is worsening, such as faster or slower breathing, changes in skin color, and restlessness</td>
</tr>
<tr>
<td><strong>●</strong> Care for shock. Keep person from getting chilled or overheated</td>
</tr>
<tr>
<td><strong>●</strong> Have person rest comfortably and provide reassurance</td>
</tr>
<tr>
<td><strong>●</strong> Wash your hands immediately after giving care, even if you wore gloves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Choking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If unable to: Breathe, Cough, Speak then:</strong></td>
</tr>
<tr>
<td><strong>●</strong> Give 5 back blows: Bend the person forward at the waist and give 5 back blows between the shoulder blades with the heel of one hand.</td>
</tr>
<tr>
<td><strong>●</strong> Give 5 abdominal thrusts:</td>
</tr>
<tr>
<td><strong>o</strong> Place a fist with the thumb side against the middle of the person’s abdomen, just above the navel.</td>
</tr>
<tr>
<td><strong>o</strong> Cover your fist with your other hand.</td>
</tr>
<tr>
<td><strong>o</strong> Give 5 quick, upward abdominal thrusts.</td>
</tr>
<tr>
<td><strong>●</strong> Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the:</td>
</tr>
<tr>
<td><strong>o</strong> Object is forced out</td>
</tr>
<tr>
<td><strong>o</strong> Person can cough forcefully or breathe</td>
</tr>
<tr>
<td><strong>o</strong> Person becomes unconscious</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Electric Shock</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>●</strong> Do NOT touch individual if they are still in contact with the electrical source</td>
</tr>
<tr>
<td><strong>●</strong> Turn off source of electricity, if possible</td>
</tr>
<tr>
<td><strong>●</strong> Call 911</td>
</tr>
</tbody>
</table>

**Severe Allergic Reaction (Anaphylaxis)**

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause
anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow’s milk
- sesame
- soy
- insect stings
- latex
- certain medications. Note that the school may only administer medication upon the receipt of parent and physician authorization. See Appendix G for the Authorization to Administer Medication form.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:
- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

**Emergency treatment procedures – Immediate Reaction Required**

**For students WITH an Action Plan for Anaphylaxis**

- Follow emergency response plan as outlined in a student’s Severe Allergy Medical Management Plan
- If Action Plan indicates the use of an Epinephrine auto injector (EpiPen), trained staff shall administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- If unconscious and no pulse is evident, commence CardioPulmonary Resuscitation (CPR) and continue until ambulance arrives
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

**For students WITHOUT Severe Allergy Medical Management Plan**

*California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015,⁵ requires school districts to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.⁶*

Severe allergic reactions or anaphylaxis can occur when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- A trained staff member or volunteer shall administer the Epinephrine Auto-Injector (EpiPen)
- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

Severe Allergy Medical Management Plan

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim. Have others notify the paramedics, school nurse, parents and principal/designee immediately.

3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.

4. Prepare to administer EpiPen.
   a. For students in second grade or below, or if less than 55 lbs, use White label EpiPen Jr (0.15 mg)
   b. For adults and students in third grade or above, or if more than 55 lbs, use Yellow label EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. Make sure someone has called 911.

5. EpiPen Administration Procedure:
   - Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
     a. Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
     b. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
     c. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
     d. Remove the EpiPen and massage the injection area for several seconds.
     e. Check the black tip:
        - If the needle is exposed, the dose has been delivered
        - If the needle is not exposed, repeat steps b through e
     f. Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.
g. **Call 911, if not previously called.**

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.

7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.

8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.

9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.

10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.

11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.

12. Document the incident and complete the accident/incident report. See **Appendix C** for Employee/Student Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

**Quick Reference:**

- DO NOT HESITATE to administer Epipen and to call 911 even if the parents cannot be reached.
- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival. See **Appendix H** for Severe Allergy Medical Management Plan Signature Page.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

**Automated External Defibrillator (AED)**

Steps in the Emergency Use of an Automated External Defibrillators (AED) during sudden cardiac arrest.
Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Emergency Response Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.
5. To coordinate and collaborate with Advent Luthern staff and the preschool located on the shared campus, to ensure all community members on the shared campus are informed and aware of all emergency action plans.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

**Initial Response to Emergencies**

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. However, at no time will school officials transfer responsibility for student care.

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:
1) identify the type of emergency;
2) identify the level of emergency; and
3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

**Identify Type of Emergency**

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided herein.

- Fire on School Grounds
- Earthquake
- Bomb Threat
- Intruder, Hostage Taking, Lockdown
- Severe Weather
- Extended Power Loss
Poisoning, Chemical Spills, Hazardous Materials
Biological or Chemical Attack
Radiation Threat
Armed Assault on Campus
Drive-by Shooting
Air Pollution / Smog
 Fallen Aircraft
Explosion
Unlawful Demonstration/Walkout

Emergency phone numbers can be found at Appendix I.

In identifying the type of emergency, Voices will follow the Homeland Security Advisory Recommendation (see Appendix J), as necessary.

Identify Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal or designee to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.

2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation
shall be limited to the area immediately in danger from the fire.

3. In the event the Voices main office is in receipt of information, such as a weather warning that may affect a school within Voices, the information shall be provided to the school principal or designee.

**Determine Immediate Response Actions**

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The principal or designee will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Duck and Cover
Shelter-In-Place
Lockdown
Evacuate Building
Off-Site Evacuation
All Clear

**Immediate Response Actions**

**Duck and Cover**
This action is taken to protect students and staff from flying or falling debris.

**Description of Action**
1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the principal or designee.
2. If possible, the principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS."
3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

**Shelter-in-Place**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

**Description of Action**

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

   "YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices cafeteria). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Business Manager or designee
will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown (or “Code Red”)
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not available operating, the principal or designee will use other means of communication, i.e., PHONES, TEXT, ETC. DO NOT SEND messengers to deliver instructions IN CODE RED SITUATION. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

   “YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE TO THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices, cafeteria,).
4. Custodian will check and lock all bathrooms.
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
6. No visitors other than appropriate law enforcement or emergency personnel, shall be allowed on campus.

Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the Principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal or designee will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE
2. The principal or designee will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.

3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5. If the event clearance is received from appropriate agencies, the principal or designee may authorize students and staff to return to the classrooms.

Staff Responsibilities:

**Principal or Designee**
- Orders evacuation via two-way radio system.
- Takes student accounting as classes leave the school site.
- Does a final check of buildings and leaves for the evacuation site.
- Communicates with Designee as needed

**Teachers**
- Teachers prepare to evacuate by:
  - Getting an Emergency Backpack.
  - Turning off air/heating.
  - Taking student count before exiting the room.
  - Students take jackets, but leave backpacks, etc.
- Walk class in an orderly and quiet manner to the assigned evacuation point.

**Custodian**
- Evaluates overall campus condition and takes precautionary action.
- Take necessary emergency precautions with gas, electricity, etc.
- Reports to principal or designee when the preceding actions are complete.

**All Clear**
This action is taken to notify teachers that normal school operations can resume.

**Description of Action**

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.
"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Training and Exercise

Voices Morgan Hill understands the importance of training, drills, and exercises in its overall emergency management program. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

Voices all staff Operational Safety/Informational Training and refresher safety training sessions will be conducted for all school staff during Summer Professional Development.

Operational Safety/Informational Training includes, but is not limited to:

- School Safety Plan and Operations review
  - Evacuation maps
  - Emergency procedures
- Classroom Safety Set-up (all classroom teachers)
- Safety processes and protocols
- Intruder on Campus
- Childhood Sexual Assault Prevention Training
- Student/Staff Safety
  - Minor/Major injury processes and protocols

Safety training will continue to be held during the school year which includes all safety drills noted above.

Safety training is conducted to develop the response capabilities needed in the event of an emergency, including the following:

1. Handling emergency equipment.
2. Emergency planning, including maintaining the safety plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist VMH schools during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing a review after drills, exercises and actual emergencies.

Items addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials. Input from all employees is encouraged.

Voices will plan for 1) Earthquake, 2) Fire and 3) Evacuation drills 4) Code Red.

This plan addresses emergency actions that are conducted during all four phases of emergency management.

**Mitigation/Prevention**

Voices will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Identifying hazards
2. Recording hazards
3. Analyzing hazards
4. Mitigating/preventing hazards
5. Monitoring hazards
6. Security Audit

**Preparedness**

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Please refer to Appendix K for the School Crisis Response Box Checklist.

Response

Voices will respond to emergency situations effectively and efficiently. The focus of most of this plan is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

Recovery

If a disaster occurs, Voices will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Emergencies Occurring During Summer or Other School Breaks

If a school administrator or designee is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

i. Disseminate information to the principal, the Business Manager or designee.
ii. Identify staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
iii. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
iv. Notify general staff by letter or telephone with appropriate information.
v. Schedule a staff meeting for an update the week before students return to school.
vi. Be alert for repercussions among students and staff.

When school reconvenes, check the core group at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Evacuation Routes
Evacuation route maps have been posted in each work area and classroom. Please refer to Appendix L for Evacuation Maps. The following information is marked on evacuation maps:

- Emergency Exits
- Primary & Secondary Evacuation Routes
- Locations of Fire Extinguishers
- Fire Alarm Pull Stations Locations
- Assembly Points

All Site personnel will be trained on, and operational staff will ensure they know the 2 evacuation routes.

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

**Primary On-Site Evacuation/Assembly Location**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Voices Morgan Hill at Advent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Location</td>
<td>Rear Parking Lot</td>
</tr>
</tbody>
</table>

These will be the primary evacuation areas for Voices Schools. Students will exit the facility in an orderly manner and congregate according to their classes in the parking lot or field area, which is an open space void of any trees or power lines. If this space is unavailable or we require more open space in an emergency, we will utilize the secondary off-site evacuation location.

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

**Secondary Off-Site Evacuation/Assembly Location**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Voices Morgan Hill at Advent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Location</td>
<td>Front Parking lot</td>
</tr>
</tbody>
</table>
Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

In the event of an emergency, we will share information with families via the school’s communication system called Parentsquare. Please make sure your updated contact information is provided to the school.

“YOUR ATTENTION PLEASE. THIS IS (NAME & TITLE) WITH AN IMPORTANT MESSAGE CONCERNING ALL OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, KEEP YOUR RADIOS TURNED TO YOUR LOCAL RADIO STATION FOR ADVISORY INFORMATION. PLEASE DO NOT CALL THE SCHOOL AS WE MUST HAVE THE LINES OPEN FOR EMERGENCY CALLS. WE WILL UPDATE YOU AS SOON AS WE HAVE FURTHER INFORMATION.”

Dismissal

Should there be a major earthquake or other disaster, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child to Student Release Tables to sign a Student Release/Runner Form (Appendix P) for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is if someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center (Appendix O) where the Business Manager or designee will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.
If You Can’t Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child’s Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal, teacher or designee in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Responding to Emergencies

The following pages outline how staff should respond in the event of specific emergency situations:

Fire

When the fire is discovered:

☐ Activate the nearest fire alarm
☐ Notify the local Fire Department by calling: 911
☐ If the fire alarm is not available, notify the site personnel about the fire emergency:
   Call Teachers’ two-way radio

Evacuation Process for Teachers:

1. Get emergency backpack
2. Get your class roster (clipboard).
3. Get the evacuation map (clipboard).
4. Count your students before you leave the room.
5. Close your door upon exiting the room.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal.

The School needs to:

1. Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
a. School name, address, and phone number:

Voices Morgan Hill at Advent  
16870 Murphy Ave,  
Morgan Hill, CA 95037

b. Exact location of the fire within the building

2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

☐ The fire department has been notified; The fire extinguisher is in working condition  
☐ The fire is small and is not spreading to other areas  
☐ Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

☐ Leave the building using the designated escape routes  
☐ Assemble in the designated area (see evacuation map)  
☐ Remain outside until directed that it is safe to reenter

Business Manager and school support staff must:

☐ Disconnect utilities & equipment unless doing so jeopardizes his/her safety  
☐ Coordinate an orderly evacuation of personnel  
☐ Perform an accurate headcount of personnel reported to the designated area  
☐ Determine a rescue method to locate missing personnel  
☐ Provide the Fire Department personnel with the necessary info about the facility  
☐ Perform assessment & coordinate weather forecast office emergency closing procedures

School support staff must:

☐ Ensure that all employees have evacuated the area / floor  
☐ Report any problems to the principal or designee at the assembly area  
☐ Assist all physically challenged employees and students in emergency evacuation

***The principal or designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency***
Scenario 1: Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

● The principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

● The principal or designee will notify “911” and will provide the location and nature of the emergency.

● The principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.

● The principal or designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

● If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

● In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.

● As appropriate, the principal or designee will activate the ParentSquare Communication System.

● The principal or designee will notify Team Z of the emergency situation.

● The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure
1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal or designee.

2. The principal or designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.

4. The principal or designee will call “911” and will provide the exact location (e.g., building, room, area) of the fire.

5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.

6. The Business Manager or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. A School Administrator or designee will direct the fire department to the fire and brief fire department officials on the situation.

8. The Business Manager or designee will notify the appropriate utility company of damages.

9. The principal or designee will notify Team Z of the fire.

10. Any affected areas will not be reopened until the Morgan Hill Fire Department or appropriate agency provides clearance and the principal or designee issues authorization to do so.

11. For fires during non-school hours, the principal or designee and Team Z will determine if the school will open the following day.

12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

**Earthquake Procedure**

**What to Expect During an Earthquake**

The first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. You may be jarred by a violent jolt. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into
During an actual earthquake, the signal to begin the emergency procedure is the sensation of severe quaking.

If you are NOT told to Evacuate, each teacher needs to:

Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.
Stay in this position for at least one minute or, in a real situation, until shaking stops.

After shaking stops, check for injuries, and render first aid.
If you are instructed to evacuate, each teacher needs to:

1. Get your class roster (backpack).
2. Get the evacuation map (backpack).
3. Count your students before you leave the room.
4. Be last to leave the classroom but once out of the room get to the front of the student line.
5. Ensure that your door is open upon exiting the room.
6. Bring your emergency backpack to the outdoor Assembly Area.
7. Zero noise is to be adhered as the class walks to and waits

Staff Responsibilities

The staff responsibilities during an earthquake are slightly different from the responsibilities during a fire drill. Please read the following carefully:
### Principal or designee

Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follow fire/evacuation written procedures at appropriate times. Calls 911.

### Custodian

Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal or designee when the preceding actions are complete.

### Teachers

Initiate *drop and cover* procedures. Follow fire/evacuation drill procedures at appropriate times.

### Students

Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.

### Other Personnel

Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students

### Re-entry into Classrooms

The principal or designee will consider the severity of the emergency. If deemed safe, students will re-enter the campus. In drill situations, the announcement: “All Clear” will be announced on the two-way radio system.

### Procedures of Injured Parties

In the event that the emergency situation warrants a lockdown of the campus, injured parties should be taken to the cafeteria or designated triage area.

### Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the principal or designee releases staff to attend to personal situations, families and home. 

*Building evacuation following an earthquake is vital due to secondary hazards (explosions, fire, etc.)*

When evacuating, please follow the Evacuation Map. Follow Fire/Evacuation Drill Procedures once assembled.

**The principal or designee is the only person who may check out a child in the case of any emergency.**

### Bomb Threat
General Information

*Every person answering the telephone must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance!* Please see Appendix M for the Telephone Bomb Threat Reporting Procedure.

Person Receiving the Threat

Attempt to keep the caller on the line. Get as much information as possible from the caller. Refer to Bomb Threat Reporting Procedure and record appropriate data.

Immediately after receiving the threat, report all information to the principal or designee. The principal or designee will coordinate procedures and make reports to the proper authorities.

Staff Responsibilities

Principal or designee

- Assumes command of the crisis until replaced by the fire department/Sheriff’s Department.
- Uses the two-way radio system to announce,
  
  “Your attention please. Your attention please. Evacuate the building – Evacuate the building.”

- Makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms. Searches the office and reports any relevant information to the principal.

Teachers

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If a teacher receives a bomb threat refer to the bomb threat reporting checklist.
• Call the office and inform them of the threat. Office to call 911.

• If evacuation is ordered, take students to the designated evacuation area along with an emergency backpack.

• Leave the room unlocked and turn off lights as you leave.

Custodian

• Check all restrooms and perimeters around buildings.

• In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The principal or designee will split the duties of the custodian with another assigned staff.

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

If someone enters the school grounds or buildings with a deadly weapon:

1) Avoid confronting the gunman.
2) Notify the School principal or designee, or school office immediately.
3) Identify the gunman (if known), the gunman's location, and the location of the weapon.

The school principal or designee, should follow these guidelines:

1) Notify law enforcement immediately.
2) Identify the gunman (if known), the gunman's location, and the location of the weapon.
3) Determine the level of threat. If the level of threat is high, call for additional backup.
4) Attempt to get the weapon from the gunman through negotiation, or take other appropriate action with the aid of local law enforcement.

In case there is a HOSTAGE SITUATION at the school, staff should:

1) Stay Calm / Do NOT be a Hero
2) Follow instructions of the captor.
3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
4) Inform captors of medical or other needs.
5) Be prepared to wait; elapsed time is a good sign.
6) Don't try to escape; don't try to resolve the situation by force.
7) Be observant and remember everything that is seen or heard.
8) If a rescue takes place, lie on the floor and await instructions from rescuers.
9) The school principal or designee, should be responsible for the following:
10) Immediately notify law enforcement.
11) Move other students and teachers completely away from those who are in the hostage situation.
12) Keep everyone as calm as possible.
13) Be prepared to answer questions from the family.

**Lockdown Procedure**

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the gunman.
2. Notify the school principal or designee, or school office immediately.
3. Identify the gunman (if known), the gunman’s location, and the location of the weapon.

The school principal or designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the gunman (if known), the gunman’s location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Give the “Lockdown Order” to all Teachers.

Classroom Teacher should:

1. Lock the classroom door when the “Lockdown Order” is given.
2. Barricade the door and any entrance to the classroom
3. Build a separate barricade for the students to hide behind
4. Quiet the students
5. Take roll
6. Wait for the “All Clear” order

**REMEMBER - Students will model their emotional reaction after yours.**

**STAY CALM.**

**Armed Assault on Campus**

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

**Procedure**

1. Upon first indication of an armed assault, personnel should immediately call “911” and then notify the principal or designee.
2. The principal or designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

3. The principal or designee will call “911” and provide the exact location and nature of the incident. The principal or designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.

4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

6. After the perpetrator(s) has been neutralized, the principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

7. The school staff will work with local authorities to ensure injured students and staff receive medical attention.

8. The principal or designee will control all points of entry to the school.

9. The principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal or designee will ensure the notification of parents and family members.

10. All media inquiries will be referred to the Chief Executive Officer (CEO) or designee.

11. The principal or designee will debrief staff and school police officers.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Drive-by Shooting

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
   a. License plate number
   b. Type of vehicle
   c. Occupants
   d. Weapons

Immediately after the vehicle is gone:

1. 
2. Principal or Designee will order Secure Building
3. Principal or designee will call 911
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert Team Z of the incident.
11. If the media arrives, they should be directed to the CEO.

**REMEMBER- Students will model their emotional reaction after yours.**

**STAY CALM.**

**Severe Weather**

**Flood**

*If Indoors:*

☐ Be ready to evacuate as directed by the principal or designated official

☐ Follow the recommended primary or secondary evacuation routes

*If Outdoors:*

☐ Climb to high ground and stay there

☐ Avoid walking or driving through flood water

☐ If car/bus/van stalls, abandon it immediately and climb to a higher ground

**Extended Power Loss**

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

☐ Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment

☐ Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:

• Fire sprinkler system
• Standpipes
● Potable water lines
● Toilets

☐ Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry

Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on. Coordination with shared space should take place.

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
☐ Call parents.
☐ Notify principal or designee.

When a large chemical spill has occurred:
- Immediately notify the principal or designee
- Contain the spill with available equipment
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Morgan Hill Fire Department to perform a large chemical spill cleanup
- Evacuate building as necessary

When a small chemical spill has occurred:
- Notify the principal or designee
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures

Name of Spill Cleanup Company: County of Santa Clara – Dept. of Environmental Health (408) 918-3400
**Hazardous Substances**

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

- Gasoline
- Lacquer Thinner
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Diesel Fuel
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Brake Fluid

**Airborne Gasses/Fumes**

Always call for assistance and:

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

Move people/personnel away or evacuate from contaminated area

**Biological / Chemical Attack**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

**Procedure**

**Scenario 1: Substance Released Inside a Room or Building**
1. The principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The principal or designee will call “911” and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location (e.g., building, room, area) and nature of emergency.

3. The principal or designee will notify Team Z of the situation.

4. The principal or designee will instruct school staff to isolate and restrict access to potentially contaminated areas.

5. The principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.

7. The principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The principal or designee will provide the list to the emergency response personnel.

8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal or designee will, if necessary, initiate the EVACUATE BUILDING action.

2. The principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

3. The principal or designee will call “911” and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.

4. The principal or designee will notify Team Z of the situation.
5. The principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.

7. The principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The principal or designee will provide the list to the principal or designee and the emergency response personnel.

8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.

**Scenario 3: Substance Released in Surrounding Community**

1. If the principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal or designee will initiate SHELTER-IN-PLACE.

2. Upon receiving the SHELTER-IN-PLACE notification, the principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., cafeteria). Teachers should communicate their locations to the principal or designee, using the two-way radio system or other means without leaving the building.

4. The principal or designee will call “911”, and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.

5. The principal or designee will notify Team Z of the situation.

6. The principal or designee will turn on a radio to monitor information concerning the incident.

7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal or designee.

**Pandemic Influenza**
During an influenza pandemic, social distancing measures to limit the spread of the disease will include limited public gathering, canceling public events and closing public gathering places including schools, in coordination with local and state officials.

The pandemic cycle may repeat multiple times for a period of up to two years.

**Level III Prevention:** Schools are open
- Normal School Activities with:
  - Prevention Communications
  - Prevention & Mitigation Activities
  - Pre Planning Activities
  - Implementation of disinfecting protocols
  - Implementation of individual control measures and screening
  - Implementation of physical distancing guidelines
  - Training staff & students on how to limit the spread of COVID-19 and Promoting Healthy Hygiene Practices
  - Implementation of COVID-19 Testing and Reporting Procedures

**Level II Preparedness:** Schools prepare for closure
- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

**Level I Response:** Schools close
- Warning Phase:
  - Social Distancing
  - Minimum Days
  - No Extra-Curricular Activities
- Schools Close
  - Implement Continuity Plans

**Level III Recovery & Prevention:** Schools reopen
- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

**Radiation Threat**
A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.
• If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.

• If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.

• Steps for self-decontamination:
  o REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
  o WASH SKIN as thoroughly as possible with lukewarm water.
  o LISTEN TO RADIO for other instructions.

Air Pollution / Smog

Individuals Whom it May Affect

It is recommended that protective measures be taken by sensitive persons. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

• Avoid strenuous outdoor physical activity during an episode.

• Avoid exertion or excitement, which will increase breathing rate.

• Plan indoor activities for students.

• Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.

• Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.

• Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.

• Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.

• Avoid traffic-congested areas where pollutants are being generated, if you must go outside.

• During air pollution seasons, use the cooler morning hours for outdoor activities.

• Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
• If we are notified, via the health department/Team Z, that it is unhealthy for students to be outside, you will be notified, via ParentSquare communication system, that recesses are canceled.

• We will follow the “rainy day” schedule for lunch

Stage 1: Advisory/Alert

• MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.

• REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

• IF AT HOME, REMAIN HOME. Sites will be closed until the principal or designee is notified that the warning is terminated. Await instructions from your supervisor.

• IF AT WORK, REMAIN AT WORK until released by the principal or designee.

Stage 3: Declared Emergency

• IF AT HOME, REMAIN HOME. Sites will be closed until the principal or designee is notified that the emergency is over. Await instructions from your supervisor.

• IF AT WORK, REMAIN AT WORK until released by the principal or designee.

Fallen Aircraft

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to the section on Loss of Power.

Procedure

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the “Immediate Response Actions” section.

2. If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, teachers will bring their student roster and take attendance at the
Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The principal or designee will call “911” and the Police and will provide the exact location (e.g., building or area) and nature of the emergency.

5. The principal or designee will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

   “Poisoning, Chemical Spills, Hazardous Materials Safety Procedures”. If the crash results in a utility interruption, refer to the section on Loss of Power.

6. The principal or designee will organize fire suppression activities until the Morgan Hill Fire Department arrives.

7. The principal or designee will check injuries to provide appropriate first aid.

8. The principal or designee will call the office of Team Z.

9. Any affected areas will not be reopened until the Santa Clara County HazMat Compliance Division or appropriate agency provides clearance and the principal or designee issues authorization to do so.

10. If it is unsafe to remain on campus, the principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

   **REMEMBER**- Students will model their emotional reaction after yours. STAY CALM.

**Explosion**

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. ([A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.](#)). It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to the appropriate section.

**Procedure**

**Scenario 1: Explosion on School Property**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The principal or designee will consider the possibility of another imminent explosion and take appropriate action.

3. After the explosion, the principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the principal or designee of missing students.

6. The principal or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.

7. The principal or designee will check for injuries and provide appropriate first aid.

8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

9. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

11. The principal or designee will notify Team Z of the situation. The principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.

12. When it is determined safe to enter affected areas, the principal or designee will initiate search and rescue activities.

13. The principal or designee will contact the Morgan Hill Fire Department to ensure buildings are safe for reoccupancy.

14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.

15. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property
1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If the principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The principal or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.

5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

6. The principal or designee will initiate rescue operations.

7. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

8. The principal or designee will notify Team Z of the situation.

9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee issues authorization to do so.

10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

11. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.

2. The principal or designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.

3. The principal or designee will take further actions as needed.

4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.
Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

3. The principal or designee will notify “911” and provide details on the area and personnel affected at the school.

4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5. The principal or designee will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The principal or designee will monitor radio or television announcements and initiate further actions as appropriate.

7. At the principal or designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

REMEMBER - Students will model their emotional reaction after yours.
STAY CALM.

Unlawful Demonstration / Walkout

An unlawful demonstration / walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.

2. The principal or designee will initiate appropriate Immediate Response Actions, which may include
SHELTER-IN-PLACE.

3. The principal or designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.

4. The principal or designee will immediately proceed to the main entrance to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her/their name, and record address, telephone number and time entered or departed.

5. If students leave the campus, the principal or designee, in consultation with the Team Z, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.

6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.

7. The principal or designee should keep an accurate record of events, conversations and actions.

8. All media inquiries will be referred to the CEO.

9. The principal or designee should proceed in good judgment on the basis of police, in taking action to control and resolve the situation.

10. The principal or designee will notify parents of the incident, as appropriate.

   **REMEMBER- Students will model their emotional reaction after yours.**
   **STAY CALM.**

**Emergency Drills**

Voices Morgan Hill at Advent is proactive when it comes to the safety of staff and students. The school will conduct fire drills, earthquake drills, and Lock Down/Code Red drills (intruder on campus) on a regular basis. See Appendix N for Safety Drill Schedule.

**Earthquake Drill Procedure**

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake’s effect on buildings will vary from building to building.
The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

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

1) **In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.**

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

2. After shaking stops, check for injuries, and render first aid.

2) **Evacuation**

An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the two-way radio system by the principal or designee.

If you are instructed to evacuate, each teacher needs to:

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Ensure that your door is open upon exiting the room.
5. Bring your emergency backpack to the outdoor Assembly Area.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal or designee.

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

Teachers take roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

3) All Clear:

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

There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

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

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

Fire Drill Procedure

Principals shall hold fire drills quarterly in all elementary schools. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Schedule. See Appendix N.

1) Evacuation:

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to
administrators and/or fire marshals/designees.

**Standards for a Successful Fire Drill:**

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

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

**Shelter-in-Place**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

**Signal:** The signal for the “Shelter-In-Place” drill is the following two-way radio announcement.

> “YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

**Procedure:**

1. When the announcement has been given, all classes will remain in their rooms.
2. Students should be arranged in the shelter area so as to enable them to assume a “Duck and Cover” position on command given by the teacher in charge.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing
curtains, or pulling shades.

6. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

**REMEMBER- Students will model their emotional reaction after yours.**

**STAY CALM.**

Description of Action

1. The principal will make the following announcement on the two-way radio communication system. If the two-way radio communication system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

   “YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared areas not pertaining to Voices, cafeteria).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

**Staff Responsibilities during a Lockdown**
<table>
<thead>
<tr>
<th><strong>Principal or designee</strong></th>
<th>Principal or designee will communicate and collaborate with Advent staff and Preschool located on the shared Advent space. Announces Lockdown procedure on the two-way radio communication system. Ensures doors are locked in all buildings. Calls 911. Locks the office door and keeps phone line open.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Custodian</strong></td>
<td>Locks all restrooms located on campus.</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Lock the classroom door and remain with students. Take roll, list all students missing from class and identify their locations (RSP, Speech, absent, etc.). Notify the office, by two-way radio <strong>ONLY if they have “lost” children on campus i.e. went to the bathroom, were en-route to the office OR if they have a “loose”child from another class.</strong></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Respond to campus security drills in a quick and orderly manner. Listen and respond quickly to all instructions from staff. Students at recess, report to the cafeteria. Stay in their seats and remain quiet. Stay away from windows.</td>
</tr>
</tbody>
</table>

**No one leaves the classroom!**

The end of the Lockdown will be announced over the two-way radio communication system. **DO NOT use cell phones to contact the office or outside community. Teachers and staff should not initiate contact with parents.**

**Interactions with the Media**

The Chief Executive Officer shall be the first point of contact for all media inquiries. If a staff member, other than the CEO, receives a request from the media, the staff member shall refer the media to the CEO.

Any staff members wishing to initiate a story with the media shall consult with the CEO prior to contacting the media.
Appendices

A. Monthly School Site Safety Checklist

On a monthly basis, the Business Manager or Team Z operations team will complete the following Monthly School Site Safety Checklist. This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (and State/Federal) School Site Safety policies & procedures. The principal, Business Manager and Dean of Culture have critical roles to play in ensuring compliance with the Voices School Site Safety procedures and policies.

<table>
<thead>
<tr>
<th>Safety Administrative Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
</tr>
</tbody>
</table>

Follow-up Review (Noted in RED) | Date: |

Exterior Areas:

- Are exterior premises equipped with appropriate signage that provides warnings, facility use restrictions, and other relevant information?
- Are parking areas paved, striped, and signed as appropriate, and free of vehicles parked in unauthorized locations?
- Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?
- Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?
- Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?
- Is fencing provided, and are fences and gates of an appropriate type and condition?

<table>
<thead>
<tr>
<th>Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction</td>
</tr>
</tbody>
</table>

Building Conditions:

- Do interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?
- Does building structures and finish materials appear to be in good condition and free of visible deterioration?
Is the building free of substandard or improvised construction?
Do doors, windows, and glass appear to be of an appropriate type and condition?
Was the building free of apparent leaks or other obvious water intrusion?
Do walls and ceilings appear to be of an appropriate type and condition?
Are floors and floor coverings of an appropriate type and condition?
Are stairs and ramps in good condition and equipped with handrails where required?
Are movable walls and partitions in good condition, properly inspected, and maintained?
Is there a written plan detailing what to do in the event of a leak and liquid damage?

| Findings: | 1. |
| Correction | |
| Action taken | |

**Doors, Exits, and Means of Egress:**
- Are exits and exit paths unobstructed and regularly inspected, and are doors free of inappropriate locks?
- Are “EXIT” and “NOT AN EXIT” signs installed?
- Is emergency lighting provided as required, and is it properly maintained?
- Is the site's emergency evacuation map posted near all classroom and/or office doors?
- Are doors and curtains inspected, functional, and properly maintained?

| Findings: | |
| Correction | |
| Action Taken | |

**Assembly Areas:**
- Is the occupancy limit conspicuously posted and strictly observed in each assembly area?
- Are seating systems in good condition and equipped with guardrails where required?
- Are stages free of idle storage or inappropriate use, and is the edge of the stage readily visible to prevent fall incidents?

| Findings: | |
| Correction | |
| Action Taken | |

**Emergency Action Equipment & Systems:**
Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?

Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?

Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?

Are employees familiar with the location and operation of alarm and fire protection systems, and are employees familiar with their duties and responsibilities in an emergency?

Is emergency communication and broadcast equipment available, such as public announcement systems and radios?

Is someone immediately available at all times (24 hours, 7 days) with authorization to call and bring in professional cleanup and restoration companies?

Is the supply of spill response and pipe repair materials complete, readily accessible and checked at least quarterly?

Are pipe diagrams or prints up-to-date and showing the location of valves for all liquid-carrying systems? Isometric drawings are very beneficial.

Are valves placarded or tagged for easy identification?

Are shutoff valves "exercised" (closed, reopened and lubricated as needed) at least annually to verify they can be quickly closed during an emergency?

### Findings:

### Correction

**Mechanical and Utility Systems:**

- Are electrical panels and utility shut off switches and valves unobstructed, properly labeled or identified, and protected from tampering; and do visible system components appear to be in good condition?
- Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?
- Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?
- Chemicals and Chemical Storage
  - Are hazardous chemicals properly stored?
  - Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?
  - Are all chemicals reviewed prior to use, and do employees refrain from bringing in household chemicals?
- Are employees familiar with the location and use of Safety Code Sheets?

### Findings:

### Correction
Housekeeping and Storage Practices:
- Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?
- Are mechanical and electrical utility rooms free of inappropriate storage?
- Are shelving units anchored to the wall or floor to prevent falling?
- Are heavier items stored within the optimum lifting zone to prevent topheavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?
- Are landings and stairs free of storage?
- Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?
- Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?
- Does the staff have immediate access to a spill response cart/supplies and emergency pipe repair supplies?
- Are housekeeping personnel instructed to immediately notify maintenance when any types of dripping, leakage or clogged drains are found

| Findings: | 
| Correction: | 
| Action Taken | 

Disabled Access:
- Are an appropriate number of parking spaces designated for disabled persons, and are they properly designed, constructed, and signed?
- Are accessible routes to the building provided, and are at least half of the entrances accessible to disabled persons?
- Is signage provided at entrances, facilities, or other non-accessible services to direct disabled persons to entrances, facilities, or services that are accessible?
- Are doorways designed to facilitate the passage of wheelchairs?
- Are access ramps properly designed, constructed, and equipped with guardrails and non-slip surfacing?
- Are an appropriate number of restrooms designed to accommodate persons with disabilities?
- Are stages and other multi-leveled areas accessible to persons in wheelchairs?
- Are other fixtures and services accessible to persons with disabilities?

| Findings: | 
| Correction | 

General Conditions – Other:
- Is the site free of graffiti or other signs of vandalism?
- Are other general conditions free of apparent hazards or concerns?
### Classroom and Office Section:
- Are classroom decorations displayed in a safe and acceptable manner?
- Is furniture installed and oriented in a safe and secure manner and free of apparent hazards?
- Are tall bookshelves and cabinets secured to the wall or floor to prevent them from tipping over?
- Are electrical power cords and extension cords properly placed and free of inappropriate use or other apparent hazards?
- If applicable, are toys and playthings in good condition and regularly sanitized?
- Are classrooms and offices otherwise free of apparent hazards or concerns?

### Office:
- Are the names and phone numbers for professional cleanup and restoration companies readily available?
- Is someone available on all shifts trained to respond immediately to any leak?

### Cafeteria:

### Boys Restroom:

### Girls Restroom:

### Staff Restroom:

### Classrooms:
1. Observation #1:
2. Observation #2:

Findings will need to be corrected no later than ________________.
I have scheduled your next follow-up review on ________________.

__________________________  ________________
BM Signature                 Date

__________________________  ________________
Administrator Signature       Date
# A. Maintenance and Repair Log

## Maintenance and Repair Log

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Reason for Action (Regular Maintenance or Discovery of Problem)</th>
<th>If problem, Description of Action Required</th>
<th>Location/Item to be Repaired</th>
<th>Explain what was done</th>
<th>Referred to (Name of company, if any)</th>
<th>Verified by:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
## Unsafe or Hazardous Conditions Log

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Unsafe or Hazardous Condition</th>
<th>Description of Action Required</th>
<th>Location of Unsafe or Hazardous Condition</th>
<th>Explain what was done</th>
<th>Referred to (Name of company/person, if any)</th>
<th>Verified by:</th>
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</tbody>
</table>
### School Year Kick Off Room Checklist
**Voices College-Bound Language Academies**

Teacher Name:                                Room number: 

<table>
<thead>
<tr>
<th>Item</th>
<th>Check</th>
<th>Comment</th>
<th>Re-Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red/black backpack near front door (contains green, red card and roster)</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Code Red, Blue and 9 Instructions and Evacuation Map posted near front door</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Sub Folder easily visible and complete</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>- 3-days worth of lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Seating charts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Emergency procedures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Phone numbers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Special Student needs</td>
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<tr>
<td>- Schedule</td>
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<td></td>
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<tr>
<td>- Roster</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- School-wide character tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room clean and organized</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>&quot;Joy Factor&quot; apparent in room environment</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>- Use of positive affirmations and strength-based communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack Container</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Data walls up</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>- Reading Levels English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Area</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Reading Levels Spanish</td>
<td></td>
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<tr>
<td>Sight Words and/or Fluency</td>
<td></td>
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</tr>
<tr>
<td>Math or ELA Assessments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>University Wall</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Daily Schedule and objectives posted</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Content Objectives</td>
<td></td>
<td></td>
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<tr>
<td>Language Objectives</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Character Education Wall</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Value and character traits signage</td>
<td></td>
<td></td>
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<tr>
<td>Uniform Checklist</td>
<td></td>
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<tr>
<td>Word Wall or Vocabulary Wall</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>Content Areas</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
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<tr>
<td>Math</td>
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<tr>
<td>ELA</td>
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<tr>
<td>Class Library</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Guided Reading Table (prompting guides,</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
<tr>
<td>pencils, book storage, white boards,</td>
<td></td>
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<tr>
<td>markers, post-its…)</td>
<td></td>
<td></td>
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<tr>
<td>Associate Teacher workstation</td>
<td>Y</td>
<td>N</td>
<td>Partial</td>
</tr>
</tbody>
</table>

**WALK THROUGHs**

1) Date ___________  Principal Signature ____________________________
2) Date ___________  Principal Signature ____________________________
3) Date ___________  Principal Signature ____________________________
C. Student Accident Report

Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.g., if you believe there will be medical bills associated with the injury). Student head and eye injuries should always be reported.

Student Accident Reports should be reported online: [http://www.chartersafe.net/](http://www.chartersafe.net/). Please keep a copy in your file.

Student Information

1. First Name of Injured Student: ________________________________________________
2. Last Name of Injured Student: _______________________________________________
3. Student date of birth: _________________________________________________________
4. Student gender: _____________________________________________________________
5. Student grade: _______________________________________________________________
6. Charter School Name: _________________________________________________________
7. Charter School Address, City/State/Zip: _________________________________________
8. School Contact Name: _________________________________________________________
9. Contact Title/Phone Number/Email: _____________________________________________

Incident Details

1. Describe the incident in details: ________________________________________________
2. Date of accident/incident: _____________________________________________________
3. Incident Time (Please include AM/PM): __________________________________________
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: _________________________________________________________________
5. Incident City, State, Zip: ______________________________________________________
6. Specific body part(s) injured: ________________________________

7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain

8. If other type of injury, please indicate: __________________________

9. Was on-site nurse contacted?: Yes or No  Date and Time if Nurse contacted: ______

10. Was treated refused?: Yes or No  What type of medical treatment was given? ______

11. Did paramedics transport the student? Yes or No  Paramedic transport date/time: ________

12. Was the parent/guardian contacted? Yes or No  Contacted date/time: _______________

Parent/Guardian Information

1. Parent/Guardian Name: ____________________________________________

2. Parent/Guardian Address/City/State/Zip: ______________________________________

3. Parent/Guardian Phone: ________________________________________________

4. Parent/Guardian Email: _______________________________________________

5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No
If no, why not? ___________________________________________________________________

Witness Information

1. Witness Name: ________________________________________________________

2. Witness Address/City/State/Zip: _____________________________________________

3. Witness Phone: __________________________________________________________

4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer

5. Name of person to whom the accident or incident was reported: ______________________

6. Date the accident was reported to this person: ________________________________

7. If the accident was not reported immediately, why not? ____________________________

Prevention Information
1. If athletic or playground injury, what type of surface was the student on when the injury occurred? ____________________________________________

2. What steps have been taken or recommended to prevent a recurrence? __________

3. Any additional information or notes: ________________________________
Employee Incident Report

School Information:
Charter School: ______________________________ Location/Site: ____________________
Supervisor’s name: ___________________________ Title: ___________________________
Address where incident occurred: ________________________________________________

Employee Information:
Name of injured employee: ______________________ Sex:_______ M/F Occupation: __________
Date of hire: __________ Date of birth: __________ SSN: _____________________________
Marital Status: __________ Dependents? Yes/No If yes, how many? ________ Ages? ____
Employee address: ______________________________________________________________
Gross wages/salary: $_____per _____(hour/week/month/year) Pay schedule: ___12mth___11mth___10mth
Employment Status: ___Full Time___PartTime___Temporary/Subsitute___Contracted___Seasonal
Employee usually works: ____hours per day____days per week____total weekly hours

Incident Information:
Date of Injury or illness: ________ Time: ______ AM/PM_____Time employee began work:_____AM/PM
Was employee unable to work at least one full day after date of injury? Yes/No If yes, date last worked: _____
Has employee returned to work? ______ Yes date returned: __________ No, still off work _______
Paid full day’s wages for date of injury or last day worked? Yes/No Salary being continued: Yes/No
Name of person to whom the injury or illness was reported: ______________________________
Date of your knowledge of injury or illness: _______ Was employee provided a claim form (DWC-1)
Yes/No
If yes, date of employee was provided claim form (DWC-1):_______ If not, why not? __________
If the accident was not reported immediately, why not? __________________________________
What was employee doing at the time of injury or exposure?
__________________________________________________________________________________
Person, object or substance that directly injured employee: ________________________________

Please check one: _____ I know the injury occurred on duty. _____ I have no specific knowledge that the injury occurred on duty.

Medical Information:

Was the on-site nurse contacted? Yes/No If yes, date and time: __________________________

Was medical treatment recommended? Yes/No If no, was treatment refused? Yes/No

What type of medical treatment was given? First-Aid __Clinic__Emergency Room__Paramedics__Hospitalization

Did paramedics transport an employee? Yes/No If no, why not? ______________________________

Medical Facility Name: ____________________________ Physician Name: _______________________

Address: ______________________________________ City/State/Zip: __________________________

Phone: ______________________________________ ext.: ____________________________

Did you refer the employee to an industrial medical provider who specializes in WC and return to work issues? Yes/No

If not, why not? ___________________________________________________________________

Kaiser Medical Record #: ____________________________________________________________

Body part injured (check all that apply and indicate left and/or right):

__Head __Face __Eye __Neck __Upper back __Lower back __Arm __Wrist __Finger __Upper leg __Lower leg __Knee __Ankle __Foot __Toe __Other

Nature of injury or illness:

__Scarpe __Cut __Puncture __Bruise __Burn __Sprain/strain __Foreign body __Poisoning __Fracture __Skin problem __Chemical-related __Heat-related __Non-industrial/cold/virus related __Loss of consciousness __REspiratory problem __Other

Check any of the following possible causes that may apply:
___Haste/unsafe speed  ___Unsafe use of equipment  ___Disregard of instructions/procedure
___Failure to use protective gear  ___Defective equipment  ___Alcohol/drug use  ___Horseplay
___Inattention  ___Carelessness  ___Assault  ___Unsafe lifting/position  ___Running/jumping
___Environment condition  ___Acto of other  ___Physical disability  ___Other
(please explain): _____________________________________________________________

Witness Information:

Name: __________________________________________ Relation to Employee: __________

Home Address: ________________________________________________________________

Home Phone: ___________________ Cell phone: ___________________ Email: ________________

What steps have been taken or recommended to prevent a recurrence?
_____________________________________________________________________________
_____________________________________________________________________________
D. Self Harm/Suicide Risk Assessment Form

Voices College Bound Language Academy
Self Harm/ Suicide Risk Assessment Form

Confidential

<table>
<thead>
<tr>
<th>Referral Date:</th>
<th>Time Event Occurred:</th>
</tr>
</thead>
</table>

1. **Student’s Name:**
   - **Age:**
   - **Gender:**

2. **Parent/Guardian:**
   - **Phone Number:**

3. **School:**
   - **Grade:**

4. **Person Completing SSRA:**
   - **Title:**
   - **Signature:**

5. **Student Referred by:**
   - Self____
   - Parent_____
   - Teacher_____
   - Counselor_____
   - Other_____________________________________

6. **Reasons For Referral (check all that apply):**
   - _____ Self harm
   - _____ Suicidal Ideation
   - _____ Self cutting
   - _____ Direct Threat (ex. “I am going to kill/hurt myself”)
     - ____ to self
     - ____ others
   - _____ Pinching
   - _____ Indirect threat (ex. “I feel like dying”)
     - ____ to self
     - ____ others
   - _____ Accessed concerning content online
   - _____ Burning

7. **Observed any of the Following:**
   - _____ Sudden Change in Behavior
   - _____ Signs of Depression
   - _____ Previous Attempt(s)
   - _____ Truancy/Running Away
Giving Away Possessions  Frequent Complaints of Illness
Mood Swings  Alcohol or Drug Use
Self-Injurious Behavior  Accessing Concerning Content

Other: _____________________________________________

7. Please explain what happened:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________


8. **Confirm Receipt by a Crisis Team Member:**

<table>
<thead>
<tr>
<th>Name and Title of Crisis Team Member:</th>
<th>Signature:</th>
<th>Time received:</th>
</tr>
</thead>
</table>

**For School Crisis Team Use Only:**

9. **Previous Referral?**

   Date(s): ______________________

10. **Student Interview:** The student told me the following: (Check all that apply.)

   **Self harm:**

   Student said he/she/they has hurt her/his/their body on purpose ____ Yes ____ No

   Student self injures by (e.g. Cut, carve, burn, scratch, really hard punch, other)
   ________________________________

   The last time the student intentionally hurt himself/herself/themself in one of the ways listed in the previous question was:
   ________________________________
   ________________________________

   Approximately on how many total occasions has the student intentionally self injured?
   ________________________________
   ________________________________

   The student has shared he/she/they has intentionally hurt self in these parts of their body:
   ________________________________
   ________________________________

   What is the student’s motivation for first intentionally self hurting?
   ________________________________
   ________________________________

   Does someone (parent, friend, sibling…) know that the student is intentionally self hurting?
   ________________________________
   ________________________________

   How likely is the student to intentionally hurt himself/herself/themself again?
   ________________________________
   ________________________________
Student has expressed suicidal thoughts or behavior ____ Yes ____ No

If yes, complete Suicide Ideation section.

Student said that he/she/they had been thinking about self-harm or harm to others or suicide?  ____ Yes  ____ No

If yes, when was the last time he/she/they thought about self-harm/suicide?

_____________________________________________________________

_____________________________________________________________

Student said that he/she/they had A PLAN BUT WILL NOT DIVULGE: ____ Yes ____ No

_____________________________________________________________

_____________________________________________________________

Student indicated that he/she/they had previously attempted suicide/self-harm on ____________ by means of:

_____________________________________________________________

_____________________________________________________________

Other Important Information:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:

____ Self-Harm/Harm to Others/Suicide Interview

____ Other:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

11. Risk Level: ____Low    ____Medium    ____High*

*FOR HIGH Risk: CALL ONE OF FOLLOWING:
1. Pacific Clinics Mobile Crisis Team (formerly Uplift Family Services): (408) 379-9085, Alum Rock Crisis Unit: (408) 294-0579.
2. Contra Costa County: Psychiatric Emergency Services in Contra Costa: Contra Costa Regional Medical Center - call 24-hour Access Line at 1-888-678-7277 for mental health resources or the Contra Costa Crisis Center at 1-800-833-2900 for 24-hour crisis support.


4. All Counties - Or 911 for imminent danger or if other crisis teams can’t respond - request an officer trained in mental health support if available.

Person conducting interview: ________________________________

Date: __________ Time: __________ Signature: ________________________

Intervention/Action Taken:

_____ Parent/Guardian Contacted:
Date/Time: ___________________________ Outcome: ___________________________

_____ Parent Signed Notification: Note there is one for high-risk assessment and another for low or medium risk assessment (attach copy):

Parent/Guardian Notification for high-risk assessment

Parent/Guardian Notification for low or medium-risk assessment

_____ Resources Provided to Parent/Guardian:
INCLUDING: ______________________________________ Date/ Time: __________

_____ Outside Referral Made:
To: ______________________________________ Date/ Time: __________

_____ Uplift Crisis Team Unit Called:
Time: __________ Outcome: __________________________

Child Abuse Report Made (endangerment):
FIRST NAME OF INTAKE WORKER and ID: ________________

_____ Referred to Police:
NAME OF OFFICER ___________________

_____ Hospitalization

_____ School Based Counseling:
Date Referred:_________________ Parent signed permission slip(Date):_______________

_____ Program Modification
INCLUDING: _________________________________________

_____ Student Safety plan created (attach copy):___________________________________

_____ Other (Please explain):__________________________________________________

_________________________________________________________________________

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange Confidential Crisis Team File —
DO NOT Place in CUM FILE
E. **Informal and Formal Community Complaint Resolution Procedures** (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

It is the intent of Voices College-Bound Language Academies ("School") to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

**Informal: Conflict Resolution**

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level.

In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Guidelines will be given to parents yearly in writing and students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

**Steps to Take Before Resolving the Conflict**

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk
4. Communicate respectfully:
   - Share feelings and needs using “I” Statements
   - Listen with Compassion and Empathy
   - Make a request

Formal Complaint and Resolution Procedures:
Most complaints can be resolved through the Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School will use the following procedure:

1. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
   a. The full name of each person involved
   b. A brief but specific summary of the complaint and the facts surrounding it
   c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

2. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.

3. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors (or committee).

4. The Board (or committee) may seek additional investigation by the Principal as it deems necessary.

5. The Board of Directors (or committee) shall make recommendations and address the recommendations at the next Regular Board meeting.

6. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees
The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal’s (or designee’s) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

I. Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

II. Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution
The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Voices College-Bound Language Academies (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.
The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The Director of Human Resources or designee shall annually provide written notification of the Charter School’s uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Human Resources or designee shall make available copies of the Charter School’s uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation
Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

● Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide the Charter School’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School’s refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

● Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School’s investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School’s receipt of the complaint.

● Step 5: Final Written Decision

The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.
The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusions of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal the Charter School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education**

If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.
Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: ________________________________  First Name/MI: __________________________________
Student Name (if applicable): __________________________Grade: _____ Date of Birth: _____________
Street Address/Apt. #: ______________________________________________________________________
City: _______________________________________________ State: _______________ Zip Code: ________
Home Phone: ___________________ Cell Phone: _______________ Work Phone: ____________________
School/Office of Alleged Violation: ____________________________________________________________

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education   ☐ After School Education and Safety   ☐ Agricultural Vocational Education
☐ American Indian   ☐ Consolidated Categorical Aid   ☐ Career/Technical Education
   Education   ☐ Child Nutrition   ☐ Foster/Homeless Youth
☐ Child Development   ☐ No Child Left Behind   ☐ Regional Occupational Programs
   Programs   ☐ State Preschool   ☐ Tobacco-Use Prevention Education
☐ Migrant Education  ☐ Local Control Funding   ☐ Lactating Pupils
☐ Special Education  Formula
☐ Pupil Fees

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age
Ancestry
Color
Gender / Gender Expression / Gender Identity
Sex (Actual or Perceived)
Sexual Orientation (Actual or Perceived)
Genetic Information
Based on association with a
Disability (Mental or Physical)  National Origin  person or group with one or more of these actual or perceived characteristics
Ethnic Group Identification  Race or Ethnicity
Religion

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. □ Yes □ No

Signature: ___________________________________________________________________ Date: ____________

Mail complaint and any relevant documents to:

Voices College-Bound Language Academies
Executive Director
6840 Via Del Oro, Suite 160
San Jose, CA 951119
### F. Voices Morgan Hill Staff Contact List: School Leadership Team

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Vicky Lopez</td>
<td><a href="mailto:vlopez@voicescharterschool.com">vlopez@voicescharterschool.com</a></td>
</tr>
<tr>
<td>Business Manager</td>
<td>Michelle Arriaga</td>
<td><a href="mailto:marriaga@voicecharterschool.com">marriaga@voicecharterschool.com</a></td>
</tr>
<tr>
<td>Dean of Culture</td>
<td>Maria de Solorzano</td>
<td><a href="mailto:msolorzano@voicescharterschool.com">msolorzano@voicescharterschool.com</a></td>
</tr>
<tr>
<td>Student Services Manager</td>
<td>Gabriela Aguilar</td>
<td><a href="mailto:gaguilar@voicecharterschool.com">gaguilar@voicecharterschool.com</a></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>Luz Gutierrez</td>
<td><a href="mailto:lgutierrez@voicecharterschool.com">lgutierrez@voicecharterschool.com</a></td>
</tr>
</tbody>
</table>
G. Medication Doctor & Parent Authorization Form

Voices College-Bound Language Academy
Medication Doctor & Parent Authorization (California Education Code 49423)

Student Name: ___________________ Grade: _______ Teacher: __________________
Height: ___________ Weight: ___________ DOB: ___________ Age: ___________ 
List any known drug allergies/reactions: ______________________________________

DOCTOR'S AUTHORIZATION

Name of Medication: ___________________ Diagnosis: ___________________
Dosage: ___________ Route: _______
Frequency/Time(s) to be given: __________________________________________________
Begin Medication: ___________________ Stop Medication: ___________________
Date: ___________ Date: ___________

Special Instructions:

Does medication require refrigeration? Yes No
Is the medication a controlled substance? Yes No
If asthma inhaler or emergency medication, do you recommend this medication be kept “on person” by the student? Yes No

Potential Side Effects / Adverse Reactions: ______________________________________

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

______________________________________________________________

Physician Signature          Date          Phone & Fax Contact Information

Parent Authorization

I authorize Voices College-Bound Language Academy personnel the task of assisting my child in taking the above medication. I understand that additional parent/doctor statements will be necessary if the dosage of medication is changed. I also authorize Voices College-Bound Language Academy personnel to talk with the physician or pharmacist should a question come up about the medication.

Medication must be registered with the principal or his/her designee. It must be in the original container and be properly labeled with the student’s name, Doctor’s name, date of prescription, name of
medication, dosage, strength, time interval, route of administration and the date of the drug’s expiration when appropriate.

| Signature of Parent/Guardian | Date | Phone (cell, home, work) |

**AUTHORIZATION FOR SELF-ADMINISTRATION OF MEDICATION**

Is student authorized to self-administer this medication/these medications while at school?

If yes, please complete the following:

**Student:** I certify that I have read and understand the instructions regarding the self-administration of my medication(s). I agree to take these above medications according to my health care provider’s recommendation.

Student Signature: _______________________________ Date: ________________

**Parent/Guardian:** _______________________________ (student) has been instructed in the proper dosage and administration of the following medication(s):_____________________________. I request that she/he be permitted to carry this medication on her/his person and self-administer it as directed by her/his health care provider and in accordance with school policy and procedures.

Parent/Guardian Signature: _______________________________ Date: ________________
H. Severe Allergy Medical Management Plan Signature Page

Recommendation of the Severe Allergy Medical Management Plan

I, the undersigned, recommend the Severe Allergy Medical Management Plan as indicated.

______________________________  __________________________
Physician Signature          Print Physician Name

______________________________  _______________  _____________
Address                      Phone                Date

I, the undersigned, have received, have read, understand, and agree to the school’s implementation of the Severe Allergy Medical Management Plan:

______________________________  _____________
Parent Signature            Date
## I. Emergency Phone Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Number 1</th>
<th>Number 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>911</td>
<td>408-779-6611</td>
</tr>
<tr>
<td>Ambulance</td>
<td>911</td>
<td>911</td>
</tr>
<tr>
<td>Police</td>
<td>911</td>
<td>408-779-2101</td>
</tr>
<tr>
<td>Gas</td>
<td>911</td>
<td>800-743-5000</td>
</tr>
<tr>
<td>Electric</td>
<td>911</td>
<td>800-743-5000</td>
</tr>
<tr>
<td>Water</td>
<td>911</td>
<td>408-776-7333</td>
</tr>
<tr>
<td>Gang Hotline</td>
<td>911</td>
<td>408-293-GANG</td>
</tr>
</tbody>
</table>
| Santa clara County Emergency Services | 911                   | 408-885-6229  
1-800-SUICIDE  
1-800-273-TALK |
| Community Mobile Crisis Response Team | 911               | 9-8-8                   |
| Poison Control Center Link    | 911                     | (800) 222-1222          |
| County Dept. Of Environment Health | 911                   | 408-918-3400            |
| CA Emergency Mgmt. Agency State Warning Center | 911           | 1-800-852-7550          |
| Pacific Clinics (formerly Uplift) Mobile Crisis Team | 911      | 408-379-9085            |
| Alum Rock Counseling & Mobile Crisis Unit | 911          | 408-294-0579            |

Voices Morgan Hill Business Manager: Michelle Arriaga 408-491-1700 ext. 1049  
Advent Lutheran Church Building Manager: Sherry Quick 408-612-2630

MHPD School Resource Officer Greg Dini 669-253-4965  
MHPD Tobacco Liaison Officer Scott Martin 669-253-4981

Morgan Hill Fire department community liaison: Fire Marshal Carlos Alcantar 408-310-4654
### J. Homeland Security Advisory Recommendations

<table>
<thead>
<tr>
<th>Level</th>
<th>Actions</th>
</tr>
</thead>
</table>
| **SEVERE (Red)** | Complete all recommended actions at lower levels.  
- Follow local and/or federal government instructions (listen to radio/TV).  
- Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090).  
- Close school if recommended to do so by appropriate authorities.  
- Activate emergency operations plan.  
- Restrict school access to essential personnel.  
- Cancel outside activities and field trips.  
- Provide mental health services to anxious students and staff  
- 100% identification check (i.e. driver’s license retained at front office) and escort anyone entering school other than students, staff and faculty. |
| **HIGH (Orange)** | Complete all recommended actions at lower levels.  
- Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090).  
- Review emergency procedures and supplies.  
- Assign staff to monitor entrances at all times.  
- Place school emergency response teams on standby alert status.  
- Address children’s fears concerning possible emergency.  
- Update parents on preparedness efforts.  
- Prepare to handle inquiries from anxious parents and media. |
| **ELEVATED (Yellow)** | Complete all recommended actions at lower levels.  
- Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090).  
- Review crisis response plans with school staff.  
- Test alternative communications capabilities.  
- Ensure all emergency supplies are stocked and ready. |
| **GUARDED (Blue)** | Complete all recommended actions at lower level.  
- Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090).  
- Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.  
- Review security measures and communications plan and update emergency contact information.  
- Review emergency supplies and supplement as necessary.  
- Inventory and restock emergency supplies |
| **LOW (Green)** | Assess and update school emergency operations plans/procedures.  
- Discuss updates to school and local emergency operations plans with emergency responders.  
- Review duties and responsibilities of emergency response team members.  
- Conduct training and drills.  
- Conduct 100% visitor ID check. |
K. School Crisis Emergency Backpack Checklist

Determine specific needs and ensure that all the contents are in the appropriate backpack and are current.

Last updated:

By (print name):

Signature: _______________________________________________

- Map or diagram of campus with evacuation sites marked
- Staff emergency vest(s) of appropriate color (if required)
- Student/staff emergency cards/roster
- Student/staff attendance for current day
- Student/staff sign out sheet (not official)
- Appropriate facility keys
- Latex gloves in zip lock bag
- Flashlight with batteries bagged separately
- Whistle
- Two pens
- Large marker
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)
L. Voices Morgan Hill at Advent Evacuation Map
M. Telephone Bomb Threat Reporting Procedure

Instructions:
● Be Calm & Courteous
● Listen & do not interrupt the caller
● Keep caller talking (pretend difficulty hearing)

Your Name: ______________________________  Time: ____________  Date: ________

Document the following:

Caller’s Identity:
Male/Female Adult  Juvenile  Approximate Age: ______________

Voice Characteristics:
Loud  High  Pitch  Soft  Deep  Raspy  Pleasant  Intoxicate  Other: __________

Acent:
English  Spanish  Other: ______________________________

Speech:
Fast  Stutter  Slurred  Slow  Distorted  Nasal  Other: __________

Language:
Excellent  Fair  Foul  Poor  Other: __________________

Background Noises:
Factory  Machinery  Trains  Music  Street  Animals  Voices  Party  Airplanes  Quiet

Ask the following questions to Bomb Threat Person (if possible):

● What time will bomb go off:

● Where is it located:

● What kind of bomb is it:

● What kind of package is it in:
Call the Police / Notify your supervisor immediately
N. Safety Drill Schedule

<table>
<thead>
<tr>
<th>Fire Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVENT</strong></td>
</tr>
<tr>
<td>October 6, 2022</td>
</tr>
<tr>
<td>January 12, 2023</td>
</tr>
<tr>
<td>April 6, 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earthquake Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVENT</strong></td>
</tr>
<tr>
<td>November 15, 2022</td>
</tr>
<tr>
<td>February 2, 2023</td>
</tr>
<tr>
<td>May 4, 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code Red Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVENT</strong></td>
</tr>
<tr>
<td>December 1, 2022</td>
</tr>
<tr>
<td>March 9, 2023</td>
</tr>
<tr>
<td>May 26, 2023</td>
</tr>
</tbody>
</table>
O. Command Center Chart

Voices Academies Command Center

Gate #1
Parent Request for Student Release (Step #1 & #2)
- Student Name
- ID Verified

Gate #2
Release Center
- Confirm ID verification (Step #4)
- Parent/Requester Signs off (Step #5)

Runner
- Locate Student
- Complete (Step #3) on Student Release Form
- Walk student to gate #2

Parent from Gate #1 is sent to Gate #2 for student pick-up

Runner
P. Student Release/Runner Form

| 1 | Student Release/Runner Form
To be Taken by Runner |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student Last Name ________________ First Name ____________________</td>
</tr>
<tr>
<td>3</td>
<td>Grade ____________________________ Teacher (if known) ____________________</td>
</tr>
<tr>
<td>4</td>
<td>Name of Person Picking up Student: ____________________</td>
</tr>
<tr>
<td>5</td>
<td>Relationship to Student: ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Name on Release Form? (circle one) Yes No List number or other ID type below</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Photo ID/Driver's License Checked ☐ Other Photo ID Verified ☐</td>
</tr>
<tr>
<td>3</td>
<td>Verified by (Staff only): ____________________</td>
</tr>
</tbody>
</table>

*Parent to go to Release Gate #2 and wait for student

<table>
<thead>
<tr>
<th>1</th>
<th>Student Status: _______ Sent with Runner _______ Absent _______ First Aid Station _______ Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Other Notes: ____________________</td>
</tr>
</tbody>
</table>

*If student is absent or missing, runner takes form to incident commander or assigned counselor/staff
**If student is located, runner to accompany student to release gate with form
***Runner to give form to Release Gate #2 personnel to complete Box 4

<table>
<thead>
<tr>
<th>1</th>
<th>Name of Person Picking Up is same as Box #1 ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Photo ID/Driver's License Checked ☐</td>
</tr>
<tr>
<td>3</td>
<td>Checked by (staff only): ____________________</td>
</tr>
</tbody>
</table>

*Parent - Requester completes the following once student has been located and taken to release gate #2: |

<table>
<thead>
<tr>
<th>1</th>
<th>Requester Signature ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Destination/Phone ____________________</td>
</tr>
<tr>
<td>3</td>
<td>Address: ____________________</td>
</tr>
<tr>
<td>4</td>
<td>Time of Release: ____________________ Date: ____________________</td>
</tr>
</tbody>
</table>