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Introduction

Statement of Purpose

Voices College-Bound Language Academies (Voices) 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 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

Maintenance of School Buildings/Classrooms

Each Voices school’s physical facility is well maintained and generally looks neat and clean. Voices 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.

Voices classrooms are monitored for safety compliance by the administration and individual classroom teachers. See Appendix B for a Classroom Safety Checklist. Teachers and administrators can report facility maintenance issues to the school’s Business Manager or principal who are responsible for resolving all general as well as urgent maintenance issues.

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.

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 students from safety threats by individuals visiting the campus area. In addition, disputes sometimes occur because of parental custody issues. Voices staff will maintain in the student’s record any custody documentation provided by families and will request assistance from local law enforcement, if/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. Volunteer, Visitation, and Removal Policy

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, that works with students must meet the requirements as listed in the Volunteer Handbook (available at the front office). See the Parent Involvement Policy.
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: Pupil Aggressive 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.

Staff members at Voices have received training in conflict resolution skills via Safeschools. Voices uses a comprehensive approach to school violence prevention. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

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 students. Voices has developed plans to promote positive behaviors in the playground, cafeteria, and assembly areas.

See the “Suspension and Expulsion Policy” 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, teachers review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years. Additionally, the principal reviews all incoming cumulative files.

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 San Jose Police, Morgan Hill Police, Stockton Police or Richmond Police Department.

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 his/her 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 Student/Employee Minor Incident/Accident Report.
7. Submit an incident report to the local law enforcement, if serious bodily injury has occurred. See Appendix C for Student/Employee 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 Student/Employee Minor Incident/Accident Report.

School Philosophy

Voices College-Bound Language Academies recognizes the need for students of the School 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. See Student Dress Code Policy
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.

Mental Health Programs

The staff of Voices shall identify students in need of counseling and bring forth the student and the family to the Dean of Culture in order to be connected to appropriate support and/or services internally, including referral to the Student Success Team and/or external resources. The staff of Voices shall complete a referral using the Crisis Intervention Protocol in order for the Crisis Team to complete a selfharm/harm to others/suicide risk assessment as detailed below in the Suicide section in cases where a student directly or indirectly exhibits specific behavior.

Voices will notify parents or 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 staff and administrators will be provided and be designed to help staff identify and refer students at risk of 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. See Suicide Prevention Policy.

Attempted Suicide / Suicide Threat

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, he/she shall promptly follow instructions on the Crisis Intervention Protocol and complete needed sections on the risk assessment form and notify the office of a Code Orange situation. A Member of the School-site Crisis Team will pick up the risk assessment form and the student to initiate the full assessment. The Principal or other Crisis Team member shall then complete the assessment to determine the risk level. Once the risk level is determined, if high risk - mobile crisis support is initiated and the student’s parent/guardian is notified and asked to come to the school site to discuss the assessment and sign a parent/guardian notification recommending connecting with a qualified mental health professional for assistance. If the risk is assessed as low to medium, the parent/guardian is notified and asked to sign a parent/guardian notification letter and a support plan is discussed.
When a suicide attempt or threat is reported, the Principal or other member of the Crisis Team 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, nurse, Principal, 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 or designee shall follow the crisis intervention procedures contained in Voices safety plan. After consultation with the Principal or 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, Principal, another Voices administrator, psychologist, Voices counselor, or other 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. Send a runner to inform your immediate supervisor or other responsible person, principal/designee.
- The principal/designee will:
● Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
● If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
● 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 Emergency Services at 408-299-2501 or Contra Costa County Emergency Services at 925-646-4461 or San Joaquin County Emergency Services at 209-953-6200 and ask 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 Crisis Emergency Services at 408-299-2501, Contra Costa County Emergency Services at 925-646-4461, San Joaquin County Emergency Services at 209-953-6200 or 1-800-SUICIDE or 1-800-273-TALK for help. Immediately inform the principal or disignee regarding 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/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/designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Network Senior Leadership Team.
  ○ The Leadership Response Team consists of any of the following people:
    ● Principal
Teacher informs the office, “I need the Leadership Response Team (LRT),” either by telephone, AT, or student runner.

- The principal/designee will contact the parent/guardian and ask them to come to the school or hospital.
- The principal/designee will call for assistance from the Santa Clara County’s on-call crisis response team at 408-279-3312, San Joaquin County Emergency Services at 209-953-6200 or Contra Costa Crisis Center - 800-833-2900
- The principal/designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- The principal/designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/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 taken. Please refer to Appendix D for Voices College-Bound Language Academies Self Harm/Suicide Risk Assessment Form.
- 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**

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. See Registered Sex Offender Policy.

**Staff/Student Interaction Policy**

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. See Professional Boundaries: Staff/Student Interaction Policy.

**Harassment, intimidation, discrimination and bullying policy**

**Title IX, Harassment, Intimidation, Discrimination and Bullying Policy**

**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. See Title IX Harassment, Intimidation, Discrimination and Bullying Policy.

When an emergency situation occurs, contact the school office staff immediately so that they may determine what type of response is necessary.
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 ProcedureMedical 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 Student/Employee 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 to determine severity.

1. For minor illness, have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the front office (or call the office for escort).

2. If a student is too ill to walk to the office, call the front office for immediate help and explain the severity of the situation.

If a child has convulsions:

1. Keep calm
2. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
3. Turn his/her head to one side so his/her tongue will not block his/her airway
4. Do not attempt to insert anything in his/her mouth
5. 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 send or call the office.

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Send to the office 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 an injured child to the office. Office needs to call parent immediately.

Playground Accidents:

1. Render first aid on the playground if necessary
2. If the child is mobile, take them to office
3. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:

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

**If minor:**
- Put on disposable gloves
- Have victim sit down
- Wash wound
- Apply bandage
- Apply ice, if desired

**If severe:**
- Put on disposable gloves
- Have person sit or lie down
- Control bleeding by:
  - Covering the wound with a dressing and firmly pressing against the wound with a gloved hand until the bleeding stops
  - Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place
  - If blood soaks through the bandage, do not remove the blood-soaked bandages. Instead, add more dressings and bandages, and apply additional direct pressure.
- 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
- Care for shock. Keep person from getting chilled or overheated
- Have person rest comfortably and provide reassurance
- Wash your hands immediately after giving care, even if you wore gloves

## Choking

**If unable to:** Breathe, Cough, Speak then:
- 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.
- Give 5 abdominal thrusts:
  - Place a fist with the thumb side against the middle of the person’s abdomen, just above the navel.
  - Cover your fist with your other hand.
  - Give 5 quick, upward abdominal thrusts.
- Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the:
  - Object is forced out
  - Person can cough forcefully or breathe
Person becomes unconscious

Electric Shock
- Do NOT touch individual if they are still in contact with the electrical source
- Turn off source of electricity, if possible
- Call 911

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 Medication Doctor & Parent Authorization 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,* 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.**

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 it 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 your 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 sharp's 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 Student/Employee 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.
- Students 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.

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 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.

**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/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.
2. If possible, the principal will make the following announcement on the PA System/Two-way radio. If the PA System/Two-way radio is not available, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal 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 will make the following announcement on the PA System/Two-way radio. If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal 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., auditorium, library, cafeteria, gymnasium). 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 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 time.

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

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"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."
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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., auditorium, library, cafeteria, gymnasium).
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 law enforcement.
6. The front entrance is to be locked and 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 will make the following announcement on the PA System/Two-way radio. If the PA System/Two-way radio is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal 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 PA System/Two-way radio. If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal 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 CLASSROOM.”

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**
- Orders evacuation via all-call systems and with the bell 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

**Principal’s Designee**
- Takes student accounting as classes leave the school building.
- Does a final check of buildings and leaves for the evacuation site.
- Communicate with the principal 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 PA System/Two-way radio. If the PA System/Two-way radio is not available, 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 understands the importance of training, drills, and exercises in the 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.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the Summer Professional Development. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information 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.

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 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:

1. Disseminate information to the principal/designee, the Business Manager, and the parent liaison.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule a faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff.

When school reconvenes, check the core group of friends and other 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.

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.

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

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 automated calling system. Please make sure your updated contact information is in our system.

“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 the teacher, aide or adult responsible for that classroom that you are taking the child from the class line.

3. Proceed with the child back to Student Release Tables to sign a Student Release/Runner Form (Appendix O) form 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 P) where the Business Manager will give you an assignment. Volunteers should leave children with their classes and not sign student release form(s) 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 or teacher 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 (if installed)
- 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’ 2-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:

   Morgan Hill Peak
   17720 Peak Avenue
Morgan Hill, CA 95037
(408) 791-1700

Morgan Hill Advent
16870 Murphy Avenue
Morgan Hill, CA 95037
(408) 791-1700

Morgan Hill Cultural and Community Center
17000 Monterey Hwy
Morgan Hill, CA 95037
(408) 791-1700

 Voices Franklin McKinley
715 Hellyer Avenue
San Jose, CA 95111
(408) 361-1960

 Voices Mount Pleasant
14271 Story Road
San Jose, CA 95127
(408) 571-6404

 Voices West Contra Costa
201 28th St,
Richmond, CA 94804
(510) 480-0540

 Voices Stockton
321 E Weber Ave
Stockton, CA 95202
(209)-455-5162

a. 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/designee at the assembly area
- Assist all physically challenged employees and students in emergency evacuation

***The principal/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/designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal/designee will notify “911” and will provide the location and nature of the emergency.
- The principal/designee will instruct the Business Manager to prevent students from approaching the fire and keep routes open for emergency vehicles.
• The principal/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/designee issues the EVACUATE BUILDING action, staff and student 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 of missing students.
• The principal/designee will keep a battery-powered radio tuned to a local radio station for emergency information.
• As appropriate, the principal/designee will activate the BrightArrow Parent Alert System.
• The principal/designee will notify Team Z of the emergency situation.
• The principal/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/designee.
2. The principal/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 of missing students.
4. The principal/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 will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The Business Manager will notify the appropriate utility company of damages.
9. The principal/designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Santa Clara, Contra Costa, or San Joaquin County Fire Department or appropriate agency provides clearance and the principal/designee issues authorization to do so.
11. For fires during non-school hours, the principal/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 the room
- The accompanying noise may cause considerable stress

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 the 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:

<table>
<thead>
<tr>
<th>Principal or designee</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Manager</td>
<td>Calls 911. Follow fire / evacuation drill procedures at appropriate times.</td>
</tr>
<tr>
<td>Custodian</td>
<td>Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal when the preceding actions are complete.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Initiate <em>drop and cover</em> procedures. Follow fire/evacuation drill procedures at appropriate times.</td>
</tr>
<tr>
<td>Students</td>
<td>Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.</td>
</tr>
<tr>
<td>Other Personnel</td>
<td>Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students</td>
</tr>
</tbody>
</table>

**Re-entry into Classrooms**

The principal/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 PA System/Two-way radio.

**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/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 closest designee to the office. The principal or designee will coordinate procedures and make reports to the proper authorities.

**Staff Responsibilities**

**Principal**

- Assumes command of the crisis until replaced by the fire department/Sheriff’s Department.
- Uses the bell system to signal (short bells in series) and the all-call system to announce,
“Your attention please. Your attention please. Evacuate the building – Evacuate the building.”

- With the Business Manager or custodian, 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.

Principal’s Designee

- Searches the office and reports any relevant information to the principal.
- Reports to the principal and assists as necessary.

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, back and side gates.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The principal and principal’s designee will split the duties of the custodian.
- Will lock all gates

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

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

1. Avoid confronting the student or gunman.
2. Notify the School principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
The school principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or 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 or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

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 his/her 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 student or gunman.
2. Notify the school principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The school principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or 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/designee.
2. The principal/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/designee will call “911” and provide the exact location and nature of the incident. The principal/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/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 Business Manager will control all points of entry to the school.
9. The principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will ensure the notification of
parents and family members.
10. All media inquiries will be referred to the principal/designee.
11. The principal/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. Contact School Office
2. Office Staff will call 911
3. Principal/Designee will order Secure Building
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 and/or the 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

Tornado
- When a warning is issued by sirens or other means, seek inside shelter. Consider the following safe places:
  - Small interior rooms on the lowest floor and without windows
  - Hallways on the lowest floor away from doors and windows
  - Rooms constructed with reinforced concrete, brick or no windows
  - Stay away from outside walls & windows
  - Use arms & protect head & neck
  - Remain sheltered until the tornado threat is announced to be over

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.

**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/designee.

When a large chemical spill has occurred:

- Immediately notify the principal or his/her 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 Fire Department to perform a large chemical spill cleanup
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the principal or his/her 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, Contra Costa Health Services (408) 925-335-3200, San Joaquin County - Dept. of Environmental Health (209) 468-3439
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/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/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/designee will notify Team Z of the situation.
4. The principal/designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The Business Manager 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 Business Manager should assess the need for medical attention.
7. The Business Manager 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 Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County/San Joaquin County HazMat or appropriate agency provides clearance and the principal/designee gives authorization to do so.

**Scenario 2: Substance Released Outdoors and Localized**

1. The principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Business Manager will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal/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/designee will notify Team Z of the situation.
5. The Business Manager 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 Business Manager should assess the need for medical attention.
7. The Business Manager will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Business Manager 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., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the principal/designee, using the PA System/Two-way radio or other means without leaving the building.
4. The principal/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/designee will notify Team Z of the situation.
6. The principal/designee will turn on a radio or television station 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/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:
  - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water.
- LISTEN TO RADIO/PA System/Two-way 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 unhealthful for students to be outside, you will be notified, via the all-call system, that recesses are canceled.
- We will follow the “rainy day” schedule for lunch.

<table>
<thead>
<tr>
<th>Daily AQI Color</th>
<th>Levels of Concern</th>
<th>Values of Index</th>
<th>Description of Air Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Good</td>
<td>0 to 50</td>
<td>Air quality is satisfactory, and air pollution poses little or no risk.</td>
</tr>
<tr>
<td>Yellow</td>
<td>Moderate</td>
<td>51 to 100</td>
<td>Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.</td>
</tr>
<tr>
<td>Orange</td>
<td>Unhealthy for Sensitive Groups</td>
<td>101 to 150</td>
<td>Members of sensitive groups may experience health effects. The general public is less likely to be affected.</td>
</tr>
<tr>
<td>Red</td>
<td>Unhealthy</td>
<td>151 to 200</td>
<td>Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.</td>
</tr>
<tr>
<td>Purple</td>
<td>Very Unhealthy</td>
<td>201 to 300</td>
<td>Health alert: The risk of health effects is increased for everyone.</td>
</tr>
<tr>
<td>Maroon</td>
<td>Hazardous</td>
<td>301 and higher</td>
<td>Health warning of emergency conditions: everyone is more likely to be affected.</td>
</tr>
</tbody>
</table>
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 his/her 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 his/her designee.

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her 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 his/her 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/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/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/designee will call “911” and the Police and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Business Manager 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/designee will direct the Business Manager to organize fire suppression activities until the Fire Department arrives.
7. The Business Manager will check injuries to provide appropriate first aid.
8. The principal/designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County HazMat Compliance Division or appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal/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/designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. 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 of missing students.
7. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency. The Business Manager will check for injuries and provide appropriate first aid. 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.

8. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

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

10. When it is determined safe to enter affected areas, the principal/designee will advise the Business Manager to initiate search and rescue activities.

11. The principal/designee will contact the Local Fire Department to ensure buildings are safe for reoccupancy.

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

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

Scenario 2: Risk of Explosion on School Property

1. The principal/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/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/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of 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/designee will advise the Business Manager to initiate rescue operations.

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

8. The principal/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/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/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/designee will initiate the SHELTER-IN-PLACE response action.
2. The principal/designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal/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/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal/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/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 Business Manager 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/designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal/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/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/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The principal/designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The Business Manager will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Business Manager, in consultation with the principal/designee, 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/designee should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the principal/designee.
9. The principal/designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
10. The principal/designee will notify parents of the incident, as appropriate.

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STAY CALM.

Emergency Drills

The school 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.

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 the 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 walkie-talkies by the principal/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/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/designee.

3. All Clear:

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

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 at least once a month in all elementary schools. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Schedule.

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/designee.

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

**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 PA/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. Physical education classes will proceed into the gym.
3. 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.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. 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 time.

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 PA System/Two-way radio. If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal 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., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal 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>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/designee</td>
<td>Announces Lockdown procedure on the PA System/Two-way radio. Ensures doors are locked in all buildings.</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Calls 911. Locks the office door. Keep phone lines open.</td>
</tr>
</tbody>
</table>
Custodian | Locks all gates to campus.
---|---
Teachers | 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 phone **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.
Students | 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 seats and remain quiet. Stay away from windows.

**No one leaves the classroom!**

The end of the Lockdown will be announced over the PA System/Two-way radio. **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 (CEO) 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 principal/designee will complete the following Monthly School Site Safety Checklist, with the assistance of a Voices staff member onsite. This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (& State/Federal) School Site Safety policies & procedures. The principal, Business Manager and Dean of Culture or Parent Liaison 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>
<tr>
<td>Follow-up Review (Noted in RED)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Correction</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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:

<table>
<thead>
<tr>
<th>Correction</th>
<th>Action Taken</th>
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<tbody>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Correction</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
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?

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

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?
<table>
<thead>
<tr>
<th>Findings:</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housekeeping and Storage Practices:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?</td>
<td></td>
</tr>
<tr>
<td>☐ Are mechanical and electrical utility rooms free of inappropriate storage?</td>
<td></td>
</tr>
<tr>
<td>☐ Are shelving units anchored to the wall or floor to prevent falling?</td>
<td></td>
</tr>
<tr>
<td>☐ Are heavier items stored within the optimum lifting zone to prevent top-heavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?</td>
<td></td>
</tr>
<tr>
<td>☐ Are mechanical and electrical utility rooms free of inappropriate storage?</td>
<td></td>
</tr>
<tr>
<td>☐ Are landings and stairs free of storage?</td>
<td></td>
</tr>
<tr>
<td>☐ Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?</td>
<td></td>
</tr>
<tr>
<td>☐ Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?</td>
<td></td>
</tr>
<tr>
<td>☐ Does the staff have immediate access to a spill response cart/supplies and emergency pipe repair supplies?</td>
<td></td>
</tr>
<tr>
<td>☐ Are housekeeping personnel instructed to immediately notify maintenance when any types of dripping, leakage or clogged drains are found</td>
<td></td>
</tr>
<tr>
<td><strong>Findings:</strong></td>
<td><strong>Correction:</strong></td>
</tr>
<tr>
<td><strong>Disabled Access:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Are an appropriate number of parking spaces designated for disabled persons, and are they properly designed, constructed, and signed?</td>
<td></td>
</tr>
<tr>
<td>☐ Are accessible routes to the building provided, and are at least half of the entrances accessible to disabled persons?</td>
<td></td>
</tr>
<tr>
<td>☐ Is signage provided at entrances, facilities, or other non-accessible services to direct disabled persons to entrances, facilities, or services that are accessible?</td>
<td></td>
</tr>
<tr>
<td>☐ Are doorways designed to facilitate the passage of wheelchairs?</td>
<td></td>
</tr>
<tr>
<td>☐ Are access ramps properly designed, constructed, and equipped with guardrails and non-slip surfacing?</td>
<td></td>
</tr>
<tr>
<td>☐ Are an appropriate number of restrooms designed to accommodate persons with disabilities?</td>
<td></td>
</tr>
<tr>
<td>☐ Are stages and other multi-leveled areas accessible to persons in wheelchairs?</td>
<td></td>
</tr>
<tr>
<td>☐ Are other fixtures and services accessible to persons with disabilities?</td>
<td></td>
</tr>
</tbody>
</table>
General Conditions – Other:

- Is the site free of graffiti or other signs of vandalism?
- Are other general conditions free of apparent hazards or concerns?

Findings:

Correction

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
# Maintenance and Repair Log

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Reason for Action</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>
<tr>
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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>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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### B. Classroom Safety Checklist

**School Year Kick Off Room Checklist**  
*Voices College-Bound Language Academy*

**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>Y</td>
<td>N</td>
<td>Partial</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>
</tbody>
</table>
| Sub Folder easily visible and complete  
  - 3-days worth of lessons  
  - Seating charts  
  - Emergency procedures  
  - Phone numbers  
  - Special Student needs  
  - Schedule  
  - Roster  
  - School-wide character tools | Y     | N       | Partial  |
| Room clean and organized                                             | Y     | N       | Partial  |
| "Joy Factor" apparent in room environment                             | Y     | N       | Partial  |
| Snack Container                                                       | Y     | N       | Partial  |
| Data walls up  
  - Reading Levels English  
  - Reading Levels Spanish | Y     | N       | Partial  |
<table>
<thead>
<tr>
<th>Feature</th>
<th>Yes</th>
<th>No</th>
<th>Partial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight Words and/or Fluency</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Math or ELA Assessments</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Wall</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Cooperate seating</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Schedule and objectives posted</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Content Objectives</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Objectives</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Chart</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Think-It-Through Sheet Folder</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddy Room Papers</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clip Chart/Citizenship Contract</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hecka Bueno Points</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education Wall</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Uniform Checklist</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Wall or Vocabulary Wall</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Areas</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Library</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ______________________</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Reading Table (prompting guides, pencils, book storage, white boards, markers, post-its....)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Phone message set up</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Teacher workstation</td>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WALK THROUGHs

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Principal Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>________</td>
<td>___________________</td>
</tr>
<tr>
<td>2</td>
<td>________</td>
<td>___________________</td>
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<tr>
<td>3</td>
<td>________</td>
<td>___________________</td>
</tr>
</tbody>
</table>
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 jury). Student head and eye injuries should always be reported.

Student Accident Reports should be reported on-line: 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: __________________________________________________________
6. Student grade: __________________________________________________________
7. Charter School Name: ____________________________________________________
8. Charter School Address, City/State/Zip: _____________________________________
9. School Contact Name: _____________________________________________________
10. Contact Title/Phone Number/Email: _______________________________________

Incident Details

1. Describe the incident in detail: ______________________________________________
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 student? Yes or No Paramedic transport date/time: ______

12. Was 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/Substitute___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 __Environmental 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”)  
   - Burning  
   - Indirect threat (ex. “I feel like dying”)  
   - Pinching  
   - to self  
   - Others  
   - Accesses concerning content online  

   **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  
   - Other:  
   - Accessing Concerning Content  

7. **Please explain what happened:**  

   ____________________________________________

---

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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 Crisis Team Use Only:

9. Previous Referral?: __________    Date(s):________________________

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

♦ Student said that he/she had been thinking about self-harm/ suicide, the last time he/she thought about self-harm/ suicide was__________BUT IS NOT CLEAR WITH THE THOUGHT.

♦ Student said that he/she had A PLAN BUT WILL NOT DIVULGE:________

♦ Student indicated that he/she 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/ Suicide Interview
11. Risk Level: _____ Low _____ Medium _____ High * [FOR HIGH Risk: CALL ONE OF FOLLOWING: 1. Uplift-(formally EMQ, Uplift Mobile Crisis Team (408)379-9085 2. Alum Rock Crisis Alum Rock Crisis Unit (408) 294-05793. 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 Contact:
Date/Time: ___________________________ Outcome: ______________________

Response: ___________________________ Date/ Time: _____________

_____ 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):
NAME OF INTAKE WORKER: ________________

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

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. See Informal and Formal Community Complaint Resolution Procedures.

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. See Uniform Complaint Policy and Procedures.
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></th>
<th>Flagship</th>
<th>Mount Pleasant</th>
<th>Stockton</th>
<th>West Contra Costa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire</strong></td>
<td>911 408-277-8911</td>
<td>408-277-8911</td>
<td>209-937-8801</td>
<td>510-307-8031</td>
</tr>
<tr>
<td><strong>Ambulance</strong></td>
<td>911 911 911</td>
<td>911 911 911</td>
<td>911 911 911</td>
<td>911 911 911</td>
</tr>
<tr>
<td><strong>Police</strong></td>
<td>911 408-277-8911</td>
<td>408-277-8911</td>
<td>209-937-8377</td>
<td>510-233-1214</td>
</tr>
<tr>
<td><strong>Gas</strong></td>
<td>911 800-277-8911</td>
<td>800-743-5000</td>
<td>209-468-3090</td>
<td>804-646-4646</td>
</tr>
<tr>
<td><strong>Electric</strong></td>
<td>911 800-743-5000</td>
<td>800-743-5000</td>
<td>800-743-5000</td>
<td>855-285-5503</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>911 408-279-7900</td>
<td>408-279-7900</td>
<td>209-249-4600</td>
<td>855-285-5503</td>
</tr>
<tr>
<td><strong>Gang Hotline</strong></td>
<td>911 408-293-GANG</td>
<td>209-937-7151</td>
<td>804-646-5387</td>
<td></td>
</tr>
<tr>
<td><strong>County Emergency Services</strong></td>
<td>911 408-885-6229 1-800-SUICIDE 1-800-273-TALK</td>
<td>209-953-6200</td>
<td>804-333-5089</td>
<td></td>
</tr>
<tr>
<td><strong>Crisis Response Team</strong></td>
<td>911 408-279-3312</td>
<td>209-468-8686</td>
<td>803-788-6448</td>
<td></td>
</tr>
<tr>
<td><strong>Poison Control Center Link</strong></td>
<td>911 1-800-222-1222</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>County Dept. Of Environment Health</strong></td>
<td>911 408-918-3400</td>
<td>209-468-3420</td>
<td>804-646-3153</td>
<td></td>
</tr>
<tr>
<td><strong>CA Emergency Mgmt. Agency State Warning Center</strong></td>
<td>911 1-800-852-7550</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMQ Mobile Crisis Team</strong></td>
<td>911 408-379-9085</td>
<td>209-468-8686</td>
<td>800-412-7474</td>
<td></td>
</tr>
<tr>
<td><strong>Crisis Unit</strong></td>
<td>911 408-294-0579</td>
<td></td>
<td>1-800-273-8255</td>
<td></td>
</tr>
</tbody>
</table>
SJPD Liaison: Officer Corey Green, Badge #3226, (408) 690-2178, email: 3226@SANJOSECA.GOV
Richmond Police Department (510) 724-8950
Stockton Police Department: (209) 937-5486
Morgan Hill Police Department: (408) 779-2101
J. Homeland Security Advisory Recommendations

<table>
<thead>
<tr>
<th>Level</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe (Red)</td>
<td>- Complete all recommended actions at lower levels.</td>
</tr>
<tr>
<td></td>
<td>- Follow local and/or federal government instructions (listen to radio/TV).</td>
</tr>
<tr>
<td></td>
<td>- Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090).</td>
</tr>
<tr>
<td></td>
<td>- Close school if recommended to do so by appropriate authorities.</td>
</tr>
<tr>
<td></td>
<td>- Activate emergency operations plan.</td>
</tr>
<tr>
<td></td>
<td>- Restrict school access to essential personnel.</td>
</tr>
<tr>
<td></td>
<td>- Cancel outside activities and field trips.</td>
</tr>
<tr>
<td></td>
<td>- Provide mental health services to anxious students and staff.</td>
</tr>
<tr>
<td></td>
<td>- 100% identification check (i.e. driver’s license retained at front office) and escort anyone entering school other than students, staff and faculty.</td>
</tr>
</tbody>
</table>

| 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
- Small notebook and/or legal pad
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)
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:
What is your name & address: ________________________________

Call the Police / Notify your supervisor immediately
### Student Release/Runner Form

**To be Taken by Runner**

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information</td>
<td>Student Last Name __________________________ First Name __________________________</td>
</tr>
<tr>
<td></td>
<td>Grade __________________________ Teacher (if known) __________________________</td>
</tr>
<tr>
<td></td>
<td>Name of Person Picking up Student: __________________________</td>
</tr>
<tr>
<td></td>
<td>Relationship to Student: __________________________</td>
</tr>
<tr>
<td>Completed by Parent/Student at Release Gate #1</td>
<td>Name on Release Form? (circle one) Yes No __________</td>
</tr>
<tr>
<td></td>
<td>List number or other ID type below __________________________</td>
</tr>
<tr>
<td></td>
<td>Photo ID/Driver's License Checked ☐</td>
</tr>
<tr>
<td></td>
<td>Other Photo ID Verified ☐</td>
</tr>
<tr>
<td></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>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding Area Staff</td>
<td>Student Status: _______ Sent with Runner _______ Absent _______ Missing</td>
</tr>
<tr>
<td></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>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by Release Gate #2</td>
<td>Name of Person Picking Up is same as Box #1 ☐</td>
</tr>
<tr>
<td></td>
<td>Photo ID/Driver's License Checked ☐</td>
</tr>
<tr>
<td></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>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by Requester/Facility at Release Gate #2</td>
<td>Requester Signature __________________________</td>
</tr>
<tr>
<td></td>
<td>Destination/Phone __________________________</td>
</tr>
<tr>
<td></td>
<td>Address: __________________________</td>
</tr>
<tr>
<td></td>
<td>Time of Release: __________________________ Date: __________________________</td>
</tr>
</tbody>
</table>
P. 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)

- 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

RUNNER
Q. Suspension and Expulsion Policy and Procedures

Morgan Hill - Suspension and Expulsion Policy and Procedures

West Contra Costa - Suspension and Expulsion Policy and Procedures

Flagship - Suspension and Expulsion Policy and Procedures

Mount Pleasant - Suspension and Expulsion Policy and Procedures

Stockton - Suspension and Expulsion Policy and Procedures