



Voices College-Bound Language Academies

Board Meeting: Special Session

Date and Time

Monday August 15, 2022 at 10:30 AM PDT

Join Zoom Meeting

<https://us02web.zoom.us/j/87278116100>

Meeting ID: 872 7811 6100

Passcode: 425564

Dial by your location

- +1 346 248 7799 US (Houston)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 312 626 6799 US (Chicago)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 872 7811 6100

Passcode: 425564

Note:

SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.

Individual commenters are limited to a single comment per agenda item.

Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here.

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Comments should be limited to 400 words or less, and will need to be readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read the comment exceeds the designated limit. No action can be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
 2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
 3. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:**
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
 4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a
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Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.

5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time duration are estimates and may run shorter or longer.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:30 AM
Opening Items			
A.	Record Attendance	Servando Sandoval	2 m
B.	Call the Meeting to Order	Servando Sandoval	2 m
C.	Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote Servando Sandoval	5 m
The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e) (1)(B), that meeting in person would present imminent risks to health or safety of attendees. Pursuant to Government Code Section 54953(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.			
D.	Public Comment (on items not on the Agenda)	Servando Sandoval	15 m
Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.			
II. Closed Session			10:54 AM
A.	Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3))	Discuss	10 m

	Purpose	Presenter	Time
III. Reconvene Open Session			11:04 AM
A. Report on action taken in closed session	FYI	Servando Sandoval	1 m
IV. Consent Items			11:05 AM
A. Approve Minutes	Approve Minutes	Servando Sandoval	3 m
Approve minutes for Board Meeting on June 21, 2022			
B. Approve Voices Morgan Hill 22-23 Bell Schedule	Vote		
C. Approve Voices Morgan Hill 22-23 Family Handbook	Vote		
D. Approve Voices Morgan Hill at Advent 22-23 Safety Plan	Vote	Servando Sandoval	
E. Approve Voices Morgan Hill at Peak Ave 22-23 Safety Plan	Vote		
F. Approve Voices Morgan Hill at MHCCC 22-23 Safety Plan	Vote		
G. Approve Voices Admission and Enrollment Policy	Vote		
V. Board Business			
VI. Closing Items			11:08 AM
A. Adjourn Meeting	Vote	Servando Sandoval	1 m

Coversheet

Approve Minutes

Section:	IV. Consent Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 21, 2022

APPROVED



Voices College-Bound Language Academies

Minutes

Board Meeting

(Documents available for review. Request at info@voicescharterschool.com)

Date and Time

Tuesday June 21, 2022 at 5:00 PM

Location

<https://us02web.zoom.us/j/83238098170>

Meeting ID: 832 3809 8170

Passcode: 732252

Dial by your location

- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)
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Directors Present

D. Cadette (remote), I. Connell (remote), K. Wisckol (remote), S. Sandoval (remote), W. Plasencia (remote)

Directors Absent

A. Miller, S. Perez

Directors who left before the meeting adjourned

K. Wisckol

Guests Present

L. Ramirez (remote), M. Moore (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Tuesday Jun 21, 2022 at 5:04 PM.

C. Public Comment (on items not on the Agenda)

No request for public comments.

II. Consent Items

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting: Special Session on 06-08-22.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
A. Miller	Absent
K. Wisckol	Aye
I. Connell	Aye
S. Perez	Absent
D. Cadette	Aye
W. Plasencia	Aye

B. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 06-08-22.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye

Roll Call

D. Cadette Aye
A. Miller Absent
I. Connell Aye
K. Wisckol Aye
W. Plasencia Aye
S. Perez Absent

C. Approve Minutes

K. Wisckol made a motion to approve minutes.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye
D. Cadette Aye
S. Perez Absent
I. Connell Aye
A. Miller Absent
S. Sandoval Aye
W. Plasencia Aye

D. Approve 22-23 Employee Handbook

K. Wisckol made a motion to approve 22-23 Employee Handbook.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval Aye
A. Miller Absent
S. Perez Absent
I. Connell Aye
K. Wisckol Aye
W. Plasencia Aye
D. Cadette Aye

E. Approve 2022-2023 Academic and Operations Calendar for Voices Morgan Hill

K. Wisckol made a motion to approve 22-23 Academic and Operations Calendar for Voices Morgan Hill.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller Absent
K. Wisckol Aye
S. Perez Absent

Roll Call

S. Sandoval Aye
D. Cadette Aye
I. Connell Aye
W. Plasencia Aye

F. Approve Voices Morgan Hill 22-23 Instructional Minutes

K. Wisckol made a motion to approve Voices MH 22-23 Instructional Minutes.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cadette Aye
I. Connell Aye
A. Miller Absent
K. Wisckol Aye
S. Sandoval Aye
S. Perez Absent
W. Plasencia Aye

G. Approve Contracts

K. Wisckol made a motion to approve 22-23 contracts.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye
D. Cadette Aye
I. Connell Aye
A. Miller Absent
W. Plasencia Aye
S. Sandoval Aye
S. Perez Absent

H. 2022-23 EPA Resolution & Spending Plan (for each Voices school)

I. Declarations of Need

Board Member Ian Connell requested this item be pulled from consent and voted on each separately before the LCAP agenda item.

J. 2022-23 SCCOE STRS MOU

K. Wisckol made a motion to 22-23 SCCOE STRS MOU for Voices MH, Voices MP & Voices Flagship.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

- S. Sandoval Aye
- A. Miller Absent
- W. Plasencia Aye
- S. Perez Absent
- I. Connell Aye
- K. Wisckol Aye
- D. Cadette Aye

III. Declarations of Need

A. Declaration of Need Voices Morgan Hill

I. Connell made a motion to approve Voices Morgan Hill Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

- D. Cadette Aye
- S. Perez Absent
- W. Plasencia Aye
- I. Connell Aye
- K. Wisckol Aye
- S. Sandoval Aye
- A. Miller Absent

B. Declaration of Need Voices Flagship

I. Connell made a motion to approve Voices Flagship Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

- W. Plasencia Aye
- S. Perez Absent
- A. Miller Absent
- S. Sandoval Aye
- D. Cadette Aye
- K. Wisckol Aye
- I. Connell Aye

C. Declaration of Need Voices Mount Pleasant

I. Connell made a motion to approve Voices Mount Pleasant Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

- K. Wisckol Aye

Roll Call

S. Sandoval Aye
S. Perez Absent
A. Miller Absent
I. Connell Aye
D. Cadette Aye
W. Plasencia Aye

D. Declaration of Need Voices Stockton

I. Connell made a motion to approve Voices Stockton Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Miller Absent
S. Perez Absent
I. Connell Aye
K. Wisckol Aye
S. Sandoval Aye
W. Plasencia Aye
D. Cadette Aye

E. Declaration of Need Voices West Contra Costa

I. Connell made a motion to approve Voices West Contra Costa Declaration of Need.
K. Wisckol seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Connell Aye
K. Wisckol Aye
S. Sandoval Aye
S. Perez Absent
W. Plasencia Aye
A. Miller Absent
D. Cadette Aye

IV. Public Hearings for Revised 2021-2022 LCAP as SPSA

A. Public Hearing: Voices Flagship 21-22 Revised LCAP as SPSA

D.Koren presented via power point, Voices Flagship 21-22 revised LCAP as SPSA.

No public comments.

B. Public Hearing: Voices Morgan Hill 21-22 Revised LCAP as SPSA

D.Koren presented via power point, Voices MH 21-22 revised LCAP as SPSA.

No public comments.

C. Public Hearing: Voices Mount Pleasant 21-22 Revised LCAP as SPSA

D.Koren presented via power point, Voices MP 21-22 revised LCAP as SPSA.

No public comments.

D. Public Hearing: Voices West Contra Costa 21-22 Revised LCAP as SPSA

D.Koren presented via power point, Voices WCC 21-22 revised LCAP as SPSA.

No public comments.

E. Public Hearing: Voices Stockton 21-22 Revised LCAP as SPSA

D.Koren presented via power point, Voices Stockton 21-22 revised LCAP as SPSA.

No public comments.

V. Approval for 21-22 Revised LCAPs as SPSAs

A. Approval of Voices Flagship 21-22 Revised LCAP as SPSA

K. Wisckol made a motion to approve of Voices Flagship 21-22 Revised LCAP as SPSA.

D. Cadette seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Absent
D. Cadette	Aye
K. Wisckol	Aye
S. Perez	Absent
I. Connell	Aye
W. Plasencia	Aye
S. Sandoval	Aye

B. Approval of Voices Morgan Hill 21-22 Revised LCAP as SPSA

K. Wisckol made a motion to approve of Voices MH 21-22 Revised LCAP as SPSA.

D. Cadette seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Absent
S. Sandoval	Aye
S. Perez	Absent
D. Cadette	Aye

Roll Call

W. Plasencia Aye
K. Wisckol Aye
I. Connell Aye

C. Approval of Voices Mount Pleasant 21-22 Revised LCAP as SPSA

K. Wisckol made a motion to approve of Voices MP 21-22 Revised LCAP as SPSA.
D. Cadette seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia Aye
S. Perez Absent
D. Cadette Aye
I. Connell Aye
K. Wisckol Aye
S. Sandoval Aye
A. Miller Absent

D. Approval of Voices West Contra Costa 21-22 Revised LCAP as SPSA

K. Wisckol made a motion to approve of Voices WCC 21-22 Revised LCAP as SPSA.
D. Cadette seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia Aye
I. Connell Aye
S. Sandoval Aye
K. Wisckol Aye
A. Miller Absent
D. Cadette Aye
S. Perez Absent

E. Approval of Voices Stockton 21-22 Revised LCAP as SPSA

K. Wisckol made a motion to approve of Voices Stockton 21-22 Revised LCAP as SPSA.
D. Cadette seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Perez Absent
K. Wisckol Aye
W. Plasencia Aye
D. Cadette Aye
S. Sandoval Aye
I. Connell Aye
A. Miller Absent

VI. 22-23 LCAP Approval

A. FS 22-23 LCAP Approval

E.Aguilar, Voices Chief Academic Officer presented school site indicator for 22-23 LCAP.

K. Wisckol made a motion to approve 22-23 LCAP for Voices Flagship.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia	Aye
K. Wisckol	Aye
S. Sandoval	Aye
S. Perez	Absent
A. Miller	Absent
D. Cadette	Aye
I. Connell	Aye

B. MH 22-23 LCAP Approval

E.Aguilar, Voices Chief Academic Officer presented school site indicator for 22-23 LCAP.

K. Wisckol made a motion to approve 22-23 LCAP for Voices MH.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Absent
I. Connell	Aye
K. Wisckol	Aye
S. Sandoval	Aye
W. Plasencia	Aye
D. Cadette	Aye
S. Perez	Absent

C. MP 22-23 LCAP Approval

E.Aguilar, Voices Chief Academic Officer presented school site indicator for 22-23 LCAP.

K. Wisckol made a motion to approve 22-23 LCAP for Voices MP.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cadette	Aye
A. Miller	Absent
S. Sandoval	Aye
S. Perez	Absent
W. Plasencia	Aye
I. Connell	Aye

Roll Call

K. Wisckol Aye

D. Stockton 22-23 LCAP Approval

E.Aguilar, Voices Chief Academic Officer presented school site indicator for 22-23 LCAP.
K. Wisckol made a motion to approve 22-23 LCAP for Voices Stockton.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cadette Aye
A. Miller Absent
S. Sandoval Aye
S. Perez Absent
K. Wisckol Aye
W. Plasencia Aye
I. Connell Aye

E. WCC 22-23 LCAP Approval

K. Wisckol made a motion to approve 22-23 LCAP for Voices WCC.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cadette Aye
A. Miller Absent
S. Sandoval Aye
K. Wisckol Aye
W. Plasencia Aye
I. Connell Aye
S. Perez Absent

VII. Board Business

A. UPK Plan

E.Aguilar presented UPK plan.

VIII. Finance/Budget

A. Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant

I. Connell made a motion to approve resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant.
K. Wisckol seconded the motion.

D.Koren presented short-term loan agreement between Voices Flagship and Voices MP.

No public comments.

The board **VOTED** unanimously to approve the motion.

Roll Call

- S. Perez Absent
- S. Sandoval Aye
- D. Cadette Aye
- W. Plasencia Aye
- A. Miller Absent
- I. Connell Aye
- K. Wisckol Aye

B. Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton

I. Connell made a motion to approve resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton.

K. Wisckol seconded the motion.

D.Koren presented short-term loan agreement between Voices Flagship and Voices MP.

No public comments.

The board **VOTED** unanimously to approve the motion.

Roll Call

- I. Connell Aye
- D. Cadette Aye
- S. Sandoval Aye
- S. Perez Absent
- K. Wisckol Aye
- A. Miller Absent
- W. Plasencia Aye

C. Resolution: Financial Support for Voices College-Bound Language Academy at Mt. Pleasant

D. Cadette made a motion to approve resolution: Financial Support for Voices College-Bound Language Academy at Mt. Pleasant.

K. Wisckol seconded the motion.

D.Koren presented resolution for Voices MP.

The board **VOTED** unanimously to approve the motion.

Roll Call

- D. Cadette Aye

Roll Call

I. Connell Aye
S. Perez Absent
A. Miller Absent
K. Wisckol Aye
S. Sandoval Aye
W. Plasencia Aye

D. Resolution: Financial Support for Voices College-Bound Language Academy at Stockton

D. Cadette made a motion to approve resolution: Financial Support for Voices College-Bound Language Academy at Stockton.
K. Wisckol seconded the motion.
D.Koren presented resolution for Voices MP.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye
I. Connell Aye
S. Sandoval Aye
W. Plasencia Aye
D. Cadette Aye
A. Miller Absent
S. Perez Absent

E. 2022-23 Budget – Review, discussion and approval of budget for the 22-23 school year (each school separately)

I. Connell made a motion to approve FY 22-23 Budget for Voices MH, Voices MP, Voices Flagship, Voices Stockton, Voices WCC.
D. Cadette seconded the motion.
D.Koren presented via power point on the FY23 Budget Development for Voices MH, Voices MP, Voices Flagship, Voices Stockton, Voices WCC
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller Absent
I. Connell Aye
S. Perez Absent
D. Cadette Aye
K. Wisckol Aye
W. Plasencia Aye
S. Sandoval Aye

IX. Closed Session

A.

Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3))

Closed session convened at 6:39 PM.
K. Wisckol left at 6:39 PM.

B. Conference with Real Property Negotiators

X. Reconvene Open Session

A. Report on action taken in closed session

Reconveneing open session at 7:05 PM.

No actions were taken during closed session.

XI. Closing Items

A. Adjourn Meeting

D. Cadette made a motion to adjourn meeting.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Absent
D. Cadette	Aye
W. Plasencia	Aye
I. Connell	Aye
S. Sandoval	Aye
K. Wisckol	Absent
S. Perez	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

Approve Voices Morgan Hill 22-23 Bell Schedule

Section:	IV. Consent Items
Item:	B. Approve Voices Morgan Hill 22-23 Bell Schedule
Purpose:	Vote
Submitted by:	
Related Material:	Revised DRAFT MH Bell Schedule 22-23.pdf

Voices College-Bound Language Academy (Morgan Hill)

Bell Schedule SY 22-23

Regular Day Schedule	Minimum Day Schedule
Kinder Regular Day PEAK 8:00-9:25 (85) 9:25-9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-2:00 (90) 2:00-2:15 Snack Recess (15) 2:15-4:00 Dismissed (105)	Kinder Minimum Day PEAK 8:00-9:25 (85) 9:25-9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
First Grade Regular Day PEAK 8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:00 Dismissed (120)	First Grade Minimum Day PEAK 8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Second Grade Regular Day PEAK 8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00 -4:00 Dismissed (120)	Second Grade Minimum Day PEAK 8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Second Grade Regular Day ADVENT 8:15-9:30 (75) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30>	Second Grade Minimum Day ADVENT 8:15-9:30 (75) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Lunch <30> 11:30-12:45 Dismissed (75)

12:00-12:30 Enrichment <30> 12:30-2:00 (90) 2:00-2:15 Snack Recess <15> 2:15-4:15 Dismissed (120)	
Third Grade Regular Day ADVENT 8:15-9:30 (75) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-2:00 (90) 2:00-2:15 Snack Recess <15> 2:15-4:15 Dismissed (120)	Third Grade Minimum Day ADVENT 8:15-9:30 (75) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Lunch <30> 11:30-12:45 Dismissed (75)
Fourth Grade Regular Day ADVENT 8:15-9:45 (90) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:15 Dismissed (135)	Fourth Grade Minimum Day ADVENT 8:15-9:45 (90) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:45 Dismissal (75)
Fifth Grade Regular Day ADVENT 8:15-9:45 (90) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:15 Dismissed (135)	Fifth Grade Minimum Day ADVENT 8:15-9:45 (90) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:45 Dismissal (75)

Sixth-Eighth Grade Regular Day MHCCC			
	Start	End	Minutes
Block 1	8:00	10:00	(120)
Break	10:00	10:10	<10>
Block 2	10:10	11:00	(50)
Enrichment	11:00	11:55	<55>
Lunch	11:55	12:30	<35>
Block 2	12:30	1:45	(75)
Snack	1:45	2:00	<15>
Block 3	2:00	4:00	(120)

Sixth-Eighth Grade Minimum Day MHCCC			
	Start	End	Minutes
Block 1	8:00	9:20	(80)
Break	9:20	9:30	<10>
Block 2	9:30	10:50	(80)
Block 3	10:50	11:30	(45)
Lunch	11:30	12:00	<30>
Block 3	12:00	12:30	(30)

Coversheet

Approve Voices Morgan Hill 22-23 Family Handbook

Section:	IV. Consent Items
Item:	C. Approve Voices Morgan Hill 22-23 Family Handbook
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Revised Voices Morgan Hill 22-23 Family Handbook, Eng.pdf



Family Handbook
Morgan Hill
www.voicesacademies.org

Mission: Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Voices College-Bound Language Academies reserves the right to amend, delete or otherwise modify these policies at any time.

I. Welcome to Voices College-Bound Language Academy at Morgan Hill

Welcome Statement!

On behalf of the School Principal, faculty, staff, families, students, and Board of Directors, we would like to **WELCOME** you and your child to a community of learners in pursuit of an excellent education for all children. This is a school based on the belief that ALL children can achieve at high levels and we look forward to working and learning and teaching with you. We deeply value the commitment you have made to send your child to a school of choice and to be a part of the Voices Morgan Hill Community.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with Voices. It explains some of our philosophies, beliefs, structures, rules, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it will serve as a useful reference to you while your child is enrolled at Voices. You may request copies of official policies at the office or view online at our website.

As part of their responsibility, students and parents/guardians are expected to know and abide by the school rules and procedures found in this handbook, the code of conduct, and other information provided by the school and classroom teachers. All school rules apply not only during the time classes are in session, but also while students:

- Are going to or returning home from school
- Before and after school while on school campus
- At any school-sponsored function or activity
- While riding on the bus

Vision and History of Voices

The vision of Voices was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we dedicated two years to planning the design and implementation of the school. Voices was first approved by the Franklin McKinley School District in March 2006. We opened our doors to 110 children in September of 2007. In 2015, Voices opened two new campuses in Morgan Hill and Mount Pleasant. Voices West Contra Costa opened in 2018 and in 2020 Voices Stockton opened. Some of our accomplishments include:

- Innovate Public Schools' Report Top Bay Area Public Schools for Underserved Students (2016-2019)
- Hart Vision Charter School of the Year Award (2015)
- State Title I Academic Achievement Award (2014)
- California Distinguished School (2012)

Charter Schools

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is typically 5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their authorizer to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the authorizer that grants them, the parents/guardians who choose them and the public that funds them.

II. School Information and Procedures

Voices Morgan Hill will temporarily operate from three separate school sites.

School Office/Locations

The school offices at each of the temporary school sites are open from 7:30 AM to 4:45 PM on regular school days and until 1:00 PM on minimum days.

Voices Morgan Hill at Advent 16870 Murphy Ave. Morgan Hill, CA 95037 (408) 791-1700 School day hours: 8:15 AM - 4:15 PM	Voices Morgan Hill at Peak Ave. 17740 Peak Ave. Morgan Hill, CA 95037 (408) 791-1700 School day hours: 8:00 AM - 4:00 PM	Voices Morgan Hill at Morgan Hill Community and Cultural Center (MHCCC) 17000 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700 School day hours: 8:00 AM - 4:00 PM

School Hours

Voices College-Bound Language Academy Morgan Hill is in session as noted above. Minimum day schedule at Voices Morgan Hill at Advent is from 8:15 AM - 12:45 PM and the minimum day schedule for Voices Morgan Hill at Peak and MHCCC is 8:00 AM - 12:30 PM. Students are expected to be picked up from campus timely unless specifically permitted by a staff member to stay for a school program, school activity or for disciplinary reasons.

Class Placement

At the beginning of each school year, students are assigned classes. These assignments remain tentative until enrollment stabilizes; a process that can take several weeks. The school **will not** consider specific requests for placements due to class size and location constraints with the exception of specific placements due to siblings and site locations. The school has made every effort to keep siblings together at the same temporary site whenever grade levels permit.

Arrival

It is encouraged that students arrive no earlier than 7:30 AM. During fair weather there is an outdoor lineup for all grades in front of their classroom. During bad weather such as moderate to heavy rain or extremely cold days (below 50 degrees), the doors will be open at 7:30 and early arrivals to school must go directly to their class. Please make sure that your child enters the school site safely and that they are supervised as they are crossing streets, etc. Remind your child to remain in supervised areas. Do not allow children to cross the street alone or between cars. **Please follow the instructions of the drop-off and pick-up map from your student's temporary school site, for instructions on where you can park or drop-off your child.**

Given Voices Morgan Hill's temporary multiple sites, the drop-off window each morning was extended by 15 minutes and Voices Morgan Hill at Advent will start at 815am. This staggered start and additional drop off time allows all families who will need to pass by multiple sites to have the extra time to do so.

Dismissal

The regular instructional day ends at 4:00 P.M for Peak and Community Center sites and 4:15 PM for Advent site. Students must be picked up promptly. At dismissal time, TK & Kindergarten students must be picked up by the parent/guardian or an adult authorized by the parent/guardian. If the TK or Kindergarten child is walking home

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without the direct supervision of an adult, the school must have written parental authorization to release the child to go home in this way. All other students will be released according to the pick-up process. Please arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related events, or other emergency. Any students not picked up by 4:45 PM, will wait in the office where a parent/guardian must physically come inside to collect their student.

First Days of School

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that the best thing for your child is for you to leave the school and allow the classroom teacher and other students to participate in the inclusion process. On the first day of school, you will be expected to leave your child in the care of the teacher and the school. While some students may cry, teachers are accustomed to dealing with students in this situation and will settle, comfort, and distract your child. **Only with the Principal's approval, and under extenuating circumstances, will parents be allowed to stay at school during the first days and weeks of school.**

Emergency Release from School

In case of an emergency, your child will only be released into the custody of the individuals identified on the student's emergency card. Proof of identification will be required. **Those NOT identified on the emergency card can only pick up a child if the parent or guardian calls the school notifying the school of this person's identity; proof of identification will be required.** The school reserves the right to call the parents of the child to confirm anyone who comes to pick up their child.

Leaving School During the Day

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon.** If you pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose valuable instructional time. **Unexcused early pick-ups of 30 minutes or more will be considered in determining whether the child is truant. The School will not pull out students from class early to wait in the office for an early pick up.**

Meal Program

Voices provides a daily breakfast and lunch. Parents/Guardians are encouraged to fill out a school meal application at the beginning of each school year and will be notified if your child is qualified for free, reduced or full price lunch. Parents/Guardians may make payments in the Voices' office with cash or check, or online (www.mymealtime.com) with a credit card. The Unpaid Meal Charges Policy will be included with the meal application or a copy can be obtained at the school office.

At your option, your child may choose to bring their own lunch. We ask that if you choose this option that you send your child to school each day with a nutritious lunch. Students will not be allowed to trade or share food. *Per School Policy- No parents/guardians or siblings (other than those enrolled) will be allowed in the cafeteria. Please drop off your child's meal at the office.*

Visiting the School

Parents are encouraged to visit the school at any of the three temporary sites. In order to ensure safety, we ask that when you visit, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreeable time to discuss the matter.** It is important that the Registration of Visitor/Guest Policy is

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followed for the safety of all students. Voices will post a notice at every entrance which has details about visitor registration location and requirements, including those specific to COVID-19 protocols.

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below at all three Voices Morgan Hill's temporary sites:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.
2. All visitors shall register with the office staff immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises.
3. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor's presence or conduct would:
 - a. Disrupt Voices' operations, its students, its teachers, or its other employees;
 - b. Result in damage to Voices property (or the property of Voices staff and/or students); or
 - c. Result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis, in the judgment of the Principal or designee, for concluding that the visitor's presence on school grounds would: disrupt or is disrupting Voices' operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

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

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

Books/School Materials

Voices students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing the property. Any willful destruction of school property compromises the safety and security of the

school community and violates Voices' policy. Parents must replace damaged or lost books or other school property, including technology.

Backpacks

Voices students in grades Transitional Kinder (TK) - Fifth (5th) grade are permitted to bring a **small book bag** to carry books, school family communication, etc. Voices students in grades Sixth (6th) - Eight (8th) grade are permitted to bring a solid black backpack to carry their textbooks. Searches of student backpacks and small book bags, may occur per the discretion of the school. Any personal belongings should not be brought to school and should remain at home (toys, handheld devices such as video games, etc.) Any item(s) found or noted by a Voices staff will be confiscated until the end of the day. A parent will be required to pick up the item at the office.

Lost and Found

Any items found at the school site should be taken to the lost and found bin so the items can make their way back to their owner. The lost and found will be cleaned out regularly and items that are not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child's name. The school is not responsible or liable for any lost or stolen items.

Non-School Property

Personal property not related to the school's programs should not be brought to school and this includes cell phones. **If you insist that your child bring a cell phone to school, it must be checked in at the office upon arrival and picked up after dismissal each day.** If a student fails to check in their cell phone at the beginning of the day and is caught with it during school hours, cell phone will be confiscated. The school is not responsible or liable for any lost or stolen cell phones. If they are brought to school, toys, balls, iPODS, or electronic games, etc. will be confiscated and returned to the child's parent/guardian at the end of the school day or another appropriate time. Items may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

Field Trips

All field trips are regarded as enrichment activities and therefore a privilege - not a right. Students that have not earned the right to attend a field trip are required to attend school and shall engage in appropriate academic/educational activities.

Any trip requires a separate signed permission slip. Permission received by telephone is not permitted. If a student does not have written permission, they will remain in a supervised area/classroom at Voices and participate in an alternative educational activity until the class returns from the trip. Students are expected to travel to and from the field trip with the staff responsible for the trip. Students will not be permitted to leave the field trip group during the trip.

Safety of all children is a top priority at Voices. For field trips, children must be able to behave safely and follow the teacher's instructions. Children must demonstrate a consistent ability to follow adult direction before they can participate in outdoor activities. If there is a concern about a child's safe behavior during a field trip, the teacher may require the student to have a parent chaperone or ask that the student not participate in the activity. Siblings are not permitted on the bus transporting students.

Classroom electronic devices/Internet Access

Electronic devices, printers, and the internet may be available to students. Internet access allows for expanded and global educational opportunities for students. However, access to the Internet via Voices equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students have a duty to use Voices equipment and resource networks only in a manner specified in Voices' Internet Policy. In addition, students may not:

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1. Post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
2. Use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
3. Make threats against others.
4. Reveal personal information about others.
5. Use email to send chain letters or "spam" email to a list of people or to an individual.
6. Place illegal information on the Internet, nor will students use the Internet in any way that violates federal, state, or local law.
7. Engage in communications that are not polite and respectful of others.
8. Give out to any other Internet user or post on the Internet Voices or her name, address, or telephone number unless expressly authorized by Voices in writing.
9. Use the Internet to perform any illegal act or to help others perform illegal acts.
10. Use the Internet to access obscene materials or images or access any Internet site which requires the student to state that he or she is eighteen years of age or older as a condition of accessing the site.
11. Use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Voices in writing.
12. Make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue

Electronic devices, Internet access networks, and email accounts are owned by Voices and provided to students for educational purposes. Voices reserves the right to access stored computer records to assure compliance with Voices' Internet Policy. Communication over Voices owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to students, if there is suspicion of widespread inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to student, if there is suspicion that Student is engaging in inappropriate use.

A violation of Voices' Internet Policy can result in a loss of all Internet access and email privileges. If a student violates Voices' Internet Policy, or in any other way uses Voices equipment in a manner that is not consistent with educational use, the student will be promptly notified that he or she has violated the Policy. The student will be given the opportunity to explain why Voices should deem the activity in question a use consistent with the educational purposes stated in Voices' Internet Policy. If Voices deems that the use is inconsistent with the educational purposes stated in Voices' Internet Policy, Voices may terminate the student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the internet appropriately, Voices reserves the right to fashion penalties to specific concerns or specific violations, and the student may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email. Voices will contact the proper legal authorities if Voices concludes or suspects that the student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

A signed Internet Use Agreement and Student technology agreement must be on file before a child may explore the internet and use electronic devices.

Family Engagement

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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 children must meet the requirements as listed in the Volunteer Handbook. The following are additional examples of parent/guardian engagement opportunities:

- Classroom, office, cafeteria, yard supervision, tutoring
- Committees
- Board Member
- Parent/guardian Workshops
- Parent Leadership Team

Parental involvement is not a requirement or consideration for acceptance to, or continued enrollment at, the Charter School.

Gathering and Handling Student and Family Information Policy

Collecting and Retaining Student Information

The Chief Executive Officer shall maintain in writing the Voices College-Bound Language Academies policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If Voices College-Bound Language Academies possesses information that could indicate immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents/guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Voices College-Bound Language Academies shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquire Regarding Immigration Status, Citizenship Status, and National Origin Information

Voices College-Bound Language Academies personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Voices College-Bound Language Academies personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Chief Academic Officer of the Voices College-Bound Language Academies shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Voices College-Bound Language

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Academies procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries About Social Security Numbers or Cards

Voices College-Bound Language Academies shall not solicit or collect entire Social Security numbers or cards.

Voices College-Bound Language Academies shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Voices College-Bound Language Academies shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

Voices College-Bound Language Academies shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Educational Records and Student Information**Education Record**

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by the School or a party acting for the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, mother's maiden name, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
2. In the case of a person who is employed by Voices but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
3. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Voices; or

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4. Records created or received by Voices after an individual is no longer a student at Voices.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information

Personally identifiable information ("PII") is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Voices reasonably believes knows the identity of the student to whom the education record relates.

Directory Information

Voices may disclose the PII that it has designated as directory information, consistent with the terms of the School's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA").

"Directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Charter School, without additional notice to you, unless you timely "opt out" of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, this school's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

Voices has designated the following information as directory information:

- A student's and parents'/guardians' names
- A student's and parents'/guardians' address
- Telephone listing
- Student's and parents'/guardians' electronic mail address
- Photograph
- Date of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees, honors, and awards received
- Goals attained
- The most recent previous educational agency or institution attended by the student
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

School Official

A school official is a person employed by Voices as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Voices. A school official also may include a volunteer or an independent contractor outside of the School who performs an institutional service or function for which Voices would otherwise use its own employees and who is under the direct control of Voices with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Disclosure of Directory Information

At the beginning of each year, Voices shall provide parents/guardians and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that Voices not release "directory information" without first obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student may notify Voices in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent. The notice shall be in the form of a letter or shall be printed in the Voices newsletter or handbook.

Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without prior written consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by federal regulations

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, the School shall comply with the request.

Copies of Education Records

The School will provide copies of requested documents within five (5) business days of a request for copies. The School may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

If upon inspection and review, a parent or eligible student discovers any information or notation that is inaccurate, misleading, in violation of the student's right of privacy, is an unsubstantiated personal conclusion of inference, is a conclusion or inference outside the observer's area of competence, or is not based on the personal observation of a named person with the time and place of the observation noted, he or she may request, in writing, that the Executive Director correct or remove the record. The School will respond within thirty (30) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade

Hearing to Challenge Education Record

If Voices denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Executive Director.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student

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may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The Executive Director or designee's decision will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Voices decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

Voices must have a signed and dated written permission from the parent before releasing any non-directory information from a student's education record with the exceptions listed below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and Voices must maintain the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

The School may disclose education records, without prior written consent of the parent or eligible student, to the following parties (this list may be supplemented or changed should it be necessary to ensure compliance with applicable law):

- a. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- b. Other schools to which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Voices will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Voices will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3), above;
- c. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- d. Appropriate parties in connection with a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- e. Organizations conducting certain studies for the School in accordance with 20 U.S.C. §

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1232g(b)(1)(F);

- f. Accrediting organizations in order to carry out their accrediting functions;
- g. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
- h. Individuals or entities in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable efforts must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- i. Persons who need to know in cases of a health or safety emergency;
- j. State and local authorities, within a juvenile justice system, pursuant to specific State law;
- k. A victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Voices with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding regardless of whether Voices concluded a violation was committed.

Record Keeping Requirements

Voices will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Voices and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, Voices officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or lawfully issued subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Voices officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Student cumulative records may not be removed from the premises of Voices, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920**

III. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at Voices are to ensure safety in the school environment and to optimize each child's learning. Therefore, Voices has developed policies that have very clear consequences for students and families. The policies lay out the expectations for students who attend Voices and the consequences for what occurs when these policies are violated. In general, behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers.

[Parent Compact](#)

[Dress Code Policy](#)

Voices Morgan Hill (School) recognizes the need for students to dress appropriately for school. Voices Morgan Hill believes that students should focus their energy and attention on 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.

Students will be required to wear a school uniform. At the beginning of each school year, each family, returning and new, will receive 2 (two) free polo shirts according to the grade level in which they are enrolled. The dress 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. Students who repeatedly violate the School Dress Code may be subject to discipline.

The Voices dress code is simple:

SHOES : All grades	Rubber bottom, flat soled shoes with covered toes
BOTTOM: All grades	Khaki or tan (cotton twill) Pants, Shorts, skirt, or jumper with Belt (grades 2nd+)
TK, Kindergarten and 1 st grade	Voices Shirt: Gold Polo-style shirt with Voices logo
2 nd and 3 rd Grade	Voices Shirt: Purple Polo-Style Shirt with Voices logo
4th and 5th Grade	Voices Shirt: Maroon Polo-Style Shirt with Voices logo
6th and 7th Grade	Voices Shirt: Gray Polo-Style Shirt with Voices logo
8th Grade	Voices Shirt: Gold, Purple, Maroon or Gray Polo-Style Shirt with Voices logo

Students may also wear school earned university shirts or Student of the Month shirts as part of their uniform.

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- All other clothing items (jackets, sweaters, etc) are not to have any words or decorations other than school logo.
- The uniform must be worn throughout the school day.
- Students are to enter and leave the school in uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No hats (except for sun protection), no sweats, no jeans.
- A student's hairstyle, clothing, jewelry and makeup should not distract from the educational environment.
- Label all clothing, bookbags and lunch boxes with your child's name and class using a permanent marker. This will help the school to return any lost items.

Uniforms must be kept neat and clean at all times and must fit appropriately. Specific requirements are listed below:

- Pants must be appropriate size
- Belt must be worn if pants have belt loops (2nd-8th grade)
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist.
- Shirts must fit appropriately--neither too small nor too big.
- In the event of cold weather, students may wear a jacket, sweatshirt, cardigan, or sweater over their collared shirt.
- **Shirts must be tucked in.**

Out of Uniform Notices

Parents will receive an "Out of Uniform" notice if a child does not adhere to the uniform policy. The notice should be returned to the school with the parent's signature the next school day. On the second "Out of Uniform" notice in one school year, a School representative will initiate a telephone conference with the parent. The goal of the conference will be to problem-solve the family's issue of complying with the uniform policy.

Students who repeatedly violate the School Dress Code may be subject to discipline.

Homework Policy

Research suggests that study skills are important indicators of success in school and enable us to continue learning beyond our classroom experience. At Voices, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. At Voices, homework assignments are meaningful and developmentally appropriate. Parents are responsible for monitoring homework assignments for their child. Students will be assigned homework by the child's teacher at least four days per week and will be differentiated to meet individual student's needs. These expectations are designed to set our students up for success.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do their homework for them.** As a parent, guide your child in doing the best that they can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep the student from attempting to do their homework once at home. Contact your child's teacher with questions about homework.

Help your child establish a suitable time and quiet, well-lit place for home study to help them "get into the habit" of studying each day. Also help your child organize school materials by creating a set place at home for Homework.

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In order to maintain academic progress over long breaks, students are expected to read, write, and do mathematics daily during vacations. Students will receive explicit homework expectations and consequences for not completing homework satisfactorily.

Transitional Kindergarten through Fifth Grade

Homework in the early years is set according to the age and ability of the student. Teachers assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility in children
- Provide opportunities for extra, repeated practice of skills

Please speak with your child's teacher if your child is experiencing any difficulties with the homework assignments.

Middle School Homework

There is a great deal of subject matter and skills to cover in middle school. Therefore, teachers will assign homework daily, unless otherwise noted. Homework is extremely important and there are clearly defined consequences for students who do not accomplish the assigned tasks each night. We expect students to share with their parents what they are learning.

Consequences

When homework is not completed, consequences will be enforced as outlined below in Consequences for Violations of Policies. Incomplete homework is excused only with appropriate documentation from a parent or a caregiver, indicating that illness or other circumstances prevented the student from completing their homework. **If a student is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference.**

Attendance Policy (see Attachment A)

At Voices, we view every day as an essential learning opportunity. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than are students who are absent excessively. The importance of regular attendance cannot be overemphasized. Therefore, **we expect excellent attendance from all of our students.** Missing school regularly or parts of the day, not only is detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to the school. For everyday a child does not attend, Voices loses vital state funds that help to run the educational program at school. The state considers a child absent when he/she is not in school regardless of the reason surrounding the absence.

Avoid these common (but unacceptable) excuses:

- "We decided to extend our vacation- a few days of school won't matter."
- "I need him/her to stay at home and baby-sit a younger brother/sister."
- "It is too hot/cold/rainy to send him/her to school."
- "He/she had an appointment so I decided to keep him/her home all day."
- "She/he might be getting sick."

However, we also believe that if a child is sick and cannot operate at school or has a communicable illness, that it is probably best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence. Students/parents are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular, after school, or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

Excused Absences

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Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment, observance of a religious holiday, or a death in the immediate family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below). The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary. A parent or guardian must notify the school the **same day** of absence by telephone, letter, fax, email, or in person. Please do your best to inform us of an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

Chronic Absenteeism

When a student has had 10% of the number of school days to date or 14 or more absences in the school year for illness verified by methods listed above, any further absences for illness must be verified by a physician or the student and parent must be brought in to discuss with a Voices administrator whether he/she may attend School. A physician can only verify absences for days the child is seen and the days the doctor expects the child to remain out of school. All notes must be turned into the office within 3 days of the child's return to school. If these procedures are not followed, after three days the absences will be unexcused.

Unexcused Absences

Law requires regular school attendance. It also requires us to verify all absences. If a student is absent for an extended period of time (over three days) or does not show up for the first day of school or does not return after a vacation break, and the family has not contacted the school and we cannot locate the family, the student will be dropped from school. Consequences for any unexcused absences/tardies are detailed below:

Tardies

All students are expected to arrive at school on time. Like absences, tardiness disrupts learning and negatively impacts student achievement. A student is considered tardy if they are not in class when the class begins. **A student must report to the office if they are late for school to receive a pass.**

Tardiness is only excused if a student is sick, has a medical, dental, or legal appointment or there has been a death in the family or other emergency. All excused tardies require appropriate documentation.

Truancy

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee

Independent Study (IS)

Independent Study Updates for SY 22-23

For the 2022-23 school year, Independent Study is encouraged, not required.

Instances of when to provide IS:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.

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- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

Students with Disabilities

Students with disabilities may participate in IS if their IEP team makes the decision that they can receive FAPE in that setting.

Written Agreement Timelines

Long Term IS (More than 14 days)	Written agreement must be signed before participation begins.	Who must sign? The pupil, parent/guardian/ caregiver, certificated employee responsible for general supervision and the certificated employee designated to provide special education programming (as applicable) must sign the written agreement.
Short Term IS* (Less than 15 days)	Written agreement must be signed within 10 days of beginning IS.	

See Voices updated Independent Study Policy [here](#).

Student Progress

The Governing Board expects students to progress academically and reach benchmark goals through each grade level within one school year. To accomplish this, instruction will accommodate individual students and include strategies for addressing academic deficiencies when needed. Students shall demonstrate mastery of the State adopted grade level standards and Voices Benchmarks. As early as possible in the school year, the principal shall identify students who should be retained and who are at risk of being retained. Using multiple measures of assessment, students shall be identified on the basis of Voices performance levels in reading/language arts and mathematics.

When a student is recommended for retention or is identified as being at risk for retention, The Principal shall (1) provide opportunities for supplemental instruction to assist the student in overcoming their academic deficiencies and (2) provide a process and timeline for parent notification. Supplemental opportunities may include, but are not limited to intervention classes, after-school programs, summer school, and intersession programs. When high academic achievement is evident, the Principal may recommend a student for acceleration into a higher-grade level. The Principal, the teacher and the parent will take a student's social and emotional growth into consideration in making the determination to accelerate a student. Students who do not progress adequately may be retained at the discretion of the teacher and principal based on a student's grades, standardized test scores, attendance, homework completion record, and other measures with input from the classroom teachers, parents, and administration.

Students who apply for admission to Voices will initially be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers and principal.

Harassment, Intimidation, Discrimination and Bullying

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

Policy

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

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

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

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

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

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

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

- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other

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visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

Grievance Procedures

Reporting

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

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

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

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

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

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

Voices acknowledges and respects every individual’s rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

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Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

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

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

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

Consequences

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

Uniform Complaint Procedures

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

Appeal

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

Consequences for Violation of Policies:

Character Violation

If a student violates any policy not covered under the school's suspension or expulsion policy, or Uniform Complaint Procedure (i.e. uniform, absence, tardiness, homework, etc) they may be referred to the office at the

discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until they are picked up. Students are expected to perform community service or serve detention as assigned. Community service or Detentions may be directed to be served after school, or on Saturdays. Failure to do so may result in further disciplinary action up to and including suspension from school. When possible, students and parents/guardians will be given at least one day's notice of detention or community service.

Any one or combination of the following consequences may be administered at the administrator's discretion based on the frequency and severity of student behaviors (*This is not an exhaustive list*)

- Think-it-Through Sheet
- Time away
- Loss of privilege (recess, enrichment, field trip, etc)
- Recess restrictions- Teachers and administrators may restrict a student's recess time when she/he believes that this action is the most effective way to bring about improved behavior or habits, subject to the following conditions:
 1. The student shall be given adequate time to use the restroom and get a drink or eat their snack.
 2. The student shall remain under an employee's supervision during the period.
- Parent-Administrator conference
- Behavior contract
- Buddy room
- Community Service- contribute to or assist members of the school community
- Restorative justice: Righting wrongs or paying back (may include parent/guardian meeting)
- Cocooning- limited autonomy and gradual earning back of privileges
- Classroom/School Formal Observation Time- The student's parent/guardian may be required to come to school and to sit with the student in their classroom(s) and through school activities. The observation must be for at least one hour and perhaps more, depending on the violation. If the parent is not cooperative and does not attend the formal observation, the student may be suspended and then considered for expulsion. Occasionally students display satisfactory behavior only when in the company of parents/guardians. In such instances, an administrator or teacher may videotape a student to later share with a parent and hold the student accountable for behavior.
- Home visit
- SST referral
- Parenting classes/support
- County nurse referral
- Other social services/mental health/counseling referral
- Suspension/Expulsion

Character Violation	
Student Name: _____	
Date: _____	Time: _____
☐ Classroom ☐ Outside	
Violation of the following character trait:	
☐ Trustworthiness	☐ Fairness
☐ Respect	☐ Responsibility
☐ Citizenship	☐ Caring
Explanation: _____	

Staff Signature: _____	
Student Signature: _____	
Parent/Guardian Signature: _____	

Character Counts! Tickets

Character Counts! Ticket	
Today your actions exemplified the following Voices Core or School-site Values and Character traits:	
(staff - circle those that apply)	
Sí Se Puede Attitude In Lak'Ech Scholarship Activism	
(staff - circle those that apply and write in additional character trait)	
Caring	Responsibility
Respect	Trustworthiness
Fairness	
Citizenship	
Name of Student: _____	
Staff Member: _____	
Explanation: _____	

Staff Voices will have Character Counts! Tickets that they should hand out to students that they observe acting in a way that is consistent with one of Voices' Character Traits. We must have high expectations for how we expect these traits to be exemplified. We should use this as a learning opportunity and have other kids learn the expectations by making these acts public. Students holding these tickets will be entered in a raffle for recognition at Plaza Comunitaria . Students should receive the white copy of the Character Counts! Ticket as a form of immediate praise and acknowledgement and something they can share with their parent/guardian. Staff retain the yellow copy to place into the raffle.

IV. Suspension and Expulsion

[See Attachment B: Suspension and Expulsion Procedures](#)

V. Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones, which are established through the Fitnessgram®.

VI. Student Health and Safety

Visiting Campus

In accordance with California law, all visitors (including parents and volunteers) must check in with each specific temporary site's office staff and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking them off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the office staff. Parents may not go directly to the classroom or to the playground without checking in with the office. Parents may not bring visitors (such as friends/relatives) to school or have them visit the campus without prior, special permission granted by the school administration.

For parents visiting/volunteering at any and all of Voices Morgan Hill's temporary locations, all COVID protocols remain in place. Parents/volunteers will be required to complete a wellness survey upon arrival to any Voices facility. Additionally, all visitors/volunteers will be required to sign a self certification form and provide proof of vaccination or a negative COVID test prior to their start on campus.

Food and Nutrition

Children are growing and developing bones, teeth, muscles. They require nutritious food in order to grow and flourish. Eating habits are established early in childhood. It is important that these are GOOD HABITS! Parents and older siblings are significant models for young children as they learn and imitate the individuals in their immediate environment. In order for your child to learn as best as he or she can each day, your child requires a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school if they do not eat breakfast with us. Our school does not provide morning snacks and our school day is longer than others. Your child will get hungry.

If you do not purchase school meals, please send your child to school each day with:

- A healthy, adequate lunch
- A healthy, non-perishable drink.

<i>Suggested Snacks</i>	A bag of baby carrots or other raw vegetable sticks Cheese and crackers A piece of fruit (orange, apple) Dried fruit and nuts

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	Yogurt
<i>Suggested Lunch Items</i>	Leftovers from dinner that do not require to be microwaved. Sandwich Piece of fruit Bag of pretzels Granola Bar Soup in a thermos
<i>Suggested Drink</i>	Water bottle <i>Real</i> Fruit Juice

DO NOT SEND:

Junk food, fast food or items that are high in fat or sugar. Items such as these may be confiscated by school staff if found (a replacement beverage or snack will be provided to the student). Examples include:

- Carbonated Soda or punch
- Candy
- Gum
- McDonald's (or other fast food)
- Twinkies
- Cheetos/Hot Cheetos

SEND YOUR CHILD WITH ONLY A HEALTHY LUNCH AND A SNACK.**Class parties**

We kindly request that parents support our health policy by only providing nutritious snacks for celebrations. All events must be approved in advance by the principal and/or the classroom teacher.

Hygiene

As a part of coming to school "Ready to Learn," your child needs to come to school clean. Good hygiene for children includes brushing their teeth at least twice a day, bathing on a regular basis, and brushing or grooming their hair each day. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your middle schooler, if necessary. Children can become the target of teasing and avoidance by other students if they come to school unclean. Please help your child develop good hygiene habits.

Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 to 12 hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the best amount of sleep each night.

Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

When students come to school they should feel well enough to participate in their classroom program. If your child has any of the following symptoms he/she should not be at school. For health and safety purposes, students who exhibit any of the following symptoms should not remain in school, but please come to school to pick up work for the day:

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- **Fever** (99.6 or higher) Your child must be free of fever for 24 hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please remember that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **Contraction of a childhood disease such as chicken pox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

If your student is experiencing COVID-like symptoms, please notify the school office right away and schedule testing for your student. The test results will determine the next steps.

- **COVID Positive-** If your student is COVID positive, they will need to remain home for a minimum of 5 days (from the symptom onset date or positive COVID test date) and may return on day 6, as long as the student has negative test results and the results have been received by the school. If the student is still testing positive on day 5, they will need to remain off campus for an additional 5 days.
- **COVID Negative-** If your student receives COVID negative results, the proof will need to be shared with the school prior to returning. Your student may return as long as their symptoms have improved and they have not experienced a fever 24 hours prior to returning.

All 1st grade students must submit:

A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different from the shot record that was required for Transitional Kinder/Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within eighteen months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

Head Lice

To prevent the spread of head lice infestations, Charter School personnel shall report all suspected cases of head lice to the clerk, or designee, as soon as possible. The clerk, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

In the event of one or more students being found to be infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school with a note from the parent/guardian verifying treatment. Before re-admittance to the classroom, the student will be examined by school personnel, a designee, or other authorized health care representative to confirm no nits and lice are present.

Vision, Hearing and Scoliosis Screening

Each pupil shall be given a vision/hearing test by a qualified individual in Transitional Kindergarten/Kindergarten or

upon first enrollment or entry in a California public elementary school, and in the second, fifth, or eighth grade.

Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education.

Medications at School

Voices College-Bound Language Academies ("Charter School") staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. Medication shall be administered only during school hours if determined by a physician or a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code to be necessary. Medication, including both prescription and non-prescription (over-the-counter medications and products) may be administered at school ONLY when in compliance with this policy. Medication may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if Charter School receives the appropriate written statements.

Before authorized School personnel may administer medications or otherwise assist a student in administering his or her medication, including over the counter medications, the School must receive a copy of the following: The Parent and Physician Medication Authorization Form executed by the student's authorized health care provider specifying the name of the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.

The Parent and Physician Medication Authorization Form executed by the student's parent or guardian indicating the desire that the Charter School assist the pupil, in accordance with the authorized health care provider's written statement. Please see the main office for a copy of the Parent and Physician Medication Authorization Form. The Parent and Physician Medication Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian or the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. Please see the main office for a copy of the Parent and Physician Medication Authorization Form to be completed by the student's authorized health care provider, which details all this information. The Parent and Physician Medication Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. New statements shall also be required for each medication. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in the administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements. A new statement for each medication

must be provided to the School each school year.

Medication Delivery: Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver the medication for administration to the Principal or their designee.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the Principal.

Storage of Medication: Medication for administration to students shall be maintained in the front office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian if practicable. Otherwise, the Charter School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: Charter School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Principal or other designated School employees.

Medication Record: The Charter School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the student in the administration of the medication.

- The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the student is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Treatment and School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under their observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the site administrator.
3. Any action taken by staff is recorded on the daily injury log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or will call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries);

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3. No child is sent home until a parent is contacted and an agreement is reached as to appropriate actions.
4. Any action taken by staff is recorded on the daily injury log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

Immunizations

Applicability

This policy applies to all applicants to the School and School administrators in charge of admissions.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten who are not exempt will need the following immunizations:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (2) dose
TB Risk Assessment	

- a) The School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the Department of Health Services as required by law.

Exemptions from Requirements: All students **must** be fully immunized in accordance with the California Health

and Safety Code, the California Code of Regulations.

Multi Tiered Systems of Support (MTSS)

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, and other subjects, or if the child has difficulty getting along with others or making appropriate choices.

Multi Tiered Systems of Support (MTSS) is a process that provides intervention and educational support to all students at increasing the level of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Voices MTSS process has three tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior support in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides intervention to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

The MTSS process includes supports, such as supplemental instruction and interventions, including pull out reading, ELD or math intervention, participation in the Student Success Team (SST) process and school counseling supports. Individual student supports are determined by the SST team, which includes classroom teachers, the Student Services Manager, counselors, intervention teacher(s) and parents.

The Intervention teacher will be assigned specific days at each of the three Voices Morgan Hill temporary locations to provide intervention supports to students and collaborate with staff at each temporary site.

Crisis Intervention Protocol

As a part of the services addressing the emotional wellbeing of our students, there are several circumstances that may require a Crisis Intervention. Voices has a Crisis Team that will respond to the needs of a student in crisis, such as self-harm and suicide risk (including both written and verbal statements indicating the intent to self-harm or harm others). A student in crisis will be assessed by a member of the Crisis team and the P[arent/guardian will be notified. The parent/guardian will be expected to sign a Parent Notification form when they pick up the student and will be expected to follow protocols before reentry into school. Failure to seek follow-up care for a minor child who may be a danger to themselves may result in a mandated Child Protective Service report.

Identification of Individuals for Special Education

Voices College Bound Academy ("Voices") recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this policy has been adopted consistent with the requirements of Education Code Section 56195.8.

As a Local Education Agency ("LEA") member of the Sonoma County Special Education Local Plan Area ("SELPA"), Voices shall assure that a free appropriate public education ("FAPE") is provided for all children with disabilities attending Voices in accordance with Education Code § 56000 et seq., the IDEA, and the SELPA policies and procedures and Local Plan. A full continuum of special education programs and related services shall be provided by Voices as required by an eligible student's Individualized Education Plan ("IEP"). All services required under these policies and procedures shall be provided by Voices and/or through the use of third-party appropriately credentialed and licensed contractors;

Voices shall provide all special education instruction and related services as required by law and each student's individualized education program. Voice's obligations shall include but not be limited to the following:

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- Child find within Voices programs;
- Offering a full continuum of services for all students enrolled in Voices;
- Evaluations: Initial, triennial, re-evaluations as needed if conditions warrant, upon parent or teacher request;
- IEP development, review and implementation;
- Provision of special education instruction and related services as delineated on students' IEPs;
- Special education transportation as indicated on IEPs;
- Due process/compliance proceedings, and related attorney fees
- Nonpublic school/agency placements;
- Submission of all required reporting, filings, etc. to fully comply with applicable the SELPA, state, and federal requirements;
- Ensuring special education services are provided to all students enrolled at Voices regardless of their district or county of residence and regardless of the entity that granted the charter;
- Voices will utilize appropriately credentialed and/or licensed special education providers in accordance with their assignment. Voices shall provide necessary staff as required to meet federal and state mandates. Regular in-services shall be provided to Voices staff on all aspects of special education compliance with special emphasis on child find, IEP implementation, and record keeping.

Interim Special Education Placement

When a student with an active IEP transfers to the Charter School, the student is provided an interim special education placement providing all the services outlined in the student's IEP. A new IEP shall be written on the corresponding SELPA forms within 30 days.

Child Find

Voices shall annually notify each parent about Child Find policies, and provide processes to follow if the parent believes their student is entitled to receive special education and related services; are interested in having their child assessed to determine their eligibility to receive special education and related services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

Referral for Special Education Assessment

The referral process shall generally include an initial referral to the Student Success Team ("SST"), a general education team, made up of teachers of the school, parents, the principal or designee and a school psychologist, if available, that helps develop modifications for a student having difficulty. If sufficient strategies are implemented following the initial SST process, and improvement is not noted, the student is offered a full evaluation for special education and related services to assess all areas of suspected need.

A formal request from a parent to assess a child for special education supersedes both the SST levels, and an Assessment Plan or Prior Written Notice denying the request shall be generated within fifteen (15) calendar days following the receipt of a written request delivered to the Principal of the student's school site.

Initial Evaluation

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Principal or his or her designee shall:

- generate a referral for special education;
- monitor all legal timelines;
- develop an assessment plan (offering testing in all areas of suspected area of disability, including the use of a "Response to Intervention" strategy to identify specific learning disabilities;
- coordinate qualified personnel to provide the required testing;
- distribute written assessment reports to the parent prior to the IEP meeting;
- generate IEP meeting notices; and

- distribute copies of the IEP to appropriate personnel.

The SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews. Voices agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CALPADS data.

Eligibility Evaluation

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education and related services.

Section 504

Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team may be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to insure all initial, annual, and triennial reviews are held within mandated timelines.

Voices shall assume full and sole responsibility for compliance with Section 504 of the Rehabilitation Act, pursuant to the Voices Section 504 Policies and Procedures.

IEP Team Meeting

Voices shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

The IEP team comprises the parent (and/or their requested representative[s]), at least one general education teacher, at least one special education teacher of the pupil, the Principal or designee, and, whenever appropriate, the student. At the discretion of the parent, guardian, or the Charter School, a representative from the SELPA, or other individuals who have special knowledge or expertise regarding the student may be invited to participate on the IEP team.

The Principal or designee shall facilitate IEP meetings, and ensure parents understand their Procedural Safeguards and Due Process rights. Based upon areas of need, goals and objectives and frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts (at each semester).

Voices shall also review, at the request of a student's general or special education teacher, the assignment of an individual with exceptional needs to their class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Director of Special Populations or designee shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Transition Planning

Beginning not later than the first IEP to be in effect when the student is 16 years old, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP may include transition services (including courses of study) needed to assist the child in reaching those goals. Additionally Voices shall provide a statement that the student has been informed of the student's rights under the IDEA, if any, that will transfer to the student on reaching the age of majority.

Curriculum, Service Provisions, and Student Accountability

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Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Voices. Identified students are provided accommodations, modifications, or supplementary services and devices to allow them access to the same core curriculum as their general education counterparts, and outlined on their IEPs.

The amount of time a student receives special education is documented on the student's IEP. All designated instructional support services (speech and language, occupational or physical therapy, etc.) are provided as documented on the student's IEP. Other supplementary services or materials, assistive devices, or extended year services required to address the goals and objectives of a student's IEP are provided at no cost to the identified special education student or the student's family, and documented as part of the student's IEP.

All services are provided on site unless otherwise required or specified by the IEP. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

All identified students are expected to participate in State Standardized assessments as described by each student's IEP unless otherwise opted out by the student's parents.

Transportation

Voices shall provide transportation as required by each student's IEP.

Voices shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). Voices shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

Nonpublic, Nonsectarian Services

Voices may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Voices is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, Voices shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

Disenrollment, Suspension, Expulsion

No identified student will be suspended for more than ten (10) school days per calendar year or have their placement unilaterally changed without holding a manifestation determination, except in the case of special

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circumstances that would qualify for removal of the student to an interim alternative setting for not more than 45 school days. Further, no identified student will be expelled from Voices without a manifestation determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the failure of Voices to implement the IEP. Parents are notified of all procedural safeguards. In cases where a manifestation determination has been made and it is determined that neither of the above listed criteria apply, the relevant disciplinary procedures applicable to students without disabilities are applied to the student in the same manner and for the same duration which the procedures would be applied to students without disabilities, except that the Voices shall continue to provide educational services, conduct a functional behavioral assessment, and/or provide behavioral intervention services and modifications.

If the behavior is determined to be a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavioral intervention plan and return the child to the placement from which the student was removed unless lawfully placed in an interim alternative educational setting as allowed by law.

The above protections shall be applied to students not yet eligible for special education and related services if Voices had a basis of knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Maintenance of Special Education Records

Voices shall maintain all identified students' special education files, use appropriate forms/software, file/verify the accuracy of all reports, and submit all reports in a timely manner. The SELPA shall inspect all Voices' special education files for legal compliance at the same level it would inspect other SELPA member's records.

Suspected Abuse

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor.

VII. Communication at Voices

Telephone Communication to Voices Morgan Hill Temporary School Sites

The current phone number for VMH will remain the same, regardless of which VMH location families are calling. An auto attendant will be set up so that when families call the phone number, they will be given options to select a number to be directed to a specific VMH school site. For example, families will be greeted with a message that will tell them to press 1 to be connected to VMH at Advent, press 2 to be connected to VMH at Peak, etc. The phone call would then be directed to the appropriate school site. Voicemails are accessible online giving the appropriate staff members access to voicemails from any location as needed.

The Importance of Home/School Communication

We strongly believe that effective communication between the family and the school will enhance the education of each child. In the Family/School Compact, both parents and school administrators pledge to openly

communicate and dialogue about the issues, challenges, and successes of their child and the school. Please be sure to stay abreast of school activities and events.

Principal Noticias

Every Tuesday, Voices Morgan Hill will send important information home to families via the ParentSquare communication portal.. You will receive important information from the classroom teacher, such as field trip slips, calendars of events, meeting notices, notes about classroom happenings, and other important news and clarifications.

Tips for Effective Communication

With Teachers

Contact your child's teacher by:

- Calling the school and leaving a message for the teacher. They will return your call.
- Sending a message via the ParentSquare portal
- Making an appointment to see your child's teacher(s)
- Writing a note
- Email the teacher

With School Leadership Team, i.e. Principal, Business Manager, etc

Contact School Leadership by:

- Calling the school, leave a message if necessary
- Making an appointment

Report Cards and Parent-Teacher Conferences

One excellent way to communicate with your child's teacher is during conferences. You may make an appointment to meet with your child's teacher whenever you feel it is necessary to conference informally with them.

To ensure that you and your child get the most out of your meetings, please be on time and follow the following tips:

- Have questions prepared.
- Take notes during the conference.
- Share any important, relevant information (changes in the child's life, for example).
- Don't compare one child to any other child.

Guiding Principles, Personal Rights and Conflict Resolution

The goal of any disciplinary actions at Voices is to ensure the school is a safe and nurturing community so that all students have the opportunity to learn. Our policies ensure student and adult safety at all times.

In addition to the rules and consequences, Voices utilizes a set of beliefs and values – what we call our Guiding Principles – to help us define how we (students, teachers, family members, community members) interact and work with one another. Action that does not exemplify the Guiding Principles is harmful to student goals and community cohesion.

There are three Guiding Principles which taken together represent the expected behaviors of a Voices community member. Each principle is defined by a set of ideals. Community members are expected to strive for the ideals of each principle in their daily interactions and students are held accountable to the Guiding Principles throughout their entire Voices experience. The three principles are listed below.

Personal Responsibility

Teachers, parents/guardians and students will be held up to the highest expectations of personal responsibility. The saying “No Excuses” will influence our practice. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low achievement, students will not make excuses for lack of effort, and parents/guardians will not make excuses for truancy. Only then can we move forward and make positive change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.

Absolute Determination

We each will look within ourselves to overcome obstacles. Taking into account that many Voices' students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential; they only need apply the effort to make their dreams reality.

Community

Voices College-Bound Language Academies is a community. Together parents/guardians, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the school's mission teachers will work collaboratively, parents/guardians and teachers will work as partners and students will support each other.

Violations of Guiding Principles

Since Voices is a learning community, it is the school's priority to view any violation of a Guiding Principle as both a conflict to be resolved and as learning experience for the person who has violated the principle. The appropriate action for a violation of the Guiding Principles will be determined during conflict resolution.

Personal Rights

All students will be held accountable to respect our five Personal Rights:

- Right to feel safe
- Right to learn
- Right to celebrate one's accomplishments
- Right to be heard
- Right to be yourself

If a member of the Voices community witnesses a behavior that he/she/they believes to be in violation of the Guiding Principles or Personal Rights, the involved parties should use the Voices Conflict Resolution Guidelines to resolve the matter. If the dialogue fails to resolve the matter, the following steps may be taken:

- The student's teacher or school administrator will be notified and may mediate a conversation between parties.
- A parent/guardian may be notified and asked to attend a conference with all involved parties.

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/guardian education activities. In accordance therewith, community members that have complaints against each other are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

Informal: Conflict Resolution

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

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

Student to Student

Student to Staff/Teacher/Principal/Tutor/Volunteer

Student to Family Member

Family Member to Staff/Teacher/Principal/Tutor/Volunteer

Staff Member to Staff Member

Family Member to Family Member

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

Steps to Take Before Resolving the Conflict

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

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

Formal Complaint and Resolution Procedures:

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

- A. Any complaint shall be put in writing using the “Community Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
 1. The full name of each person involved
 2. A brief but specific summary of the complaint and the facts surrounding it
 3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
- B. The Principal or designee shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant

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and the Principal or designee, which shall occur no later than twenty (20) school days following the receipt of complaint.

- C. If no resolution can be agreed upon between the Principal or designee and the Complainant, the Principal or designee shall submit the complaint to Executive Director.
- D. The Executive Director may seek additional investigation by the Principal or designee as it deems necessary.
- E. The Executive Director will make the final determination regarding the dispute and shall notify the Complainant of the determination within ten school days of the determination.

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

Policy for Complaints Against Employees

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

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

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

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

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Executive Director. The decision of the Executive Director shall be final.

I. Confidentiality

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

II. Non-Retaliation

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

Resolution

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

Uniform Complaint Procedure

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

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

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- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

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

Executive Director
6840 Via Del Oro #160

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San Jose, CA 95119
408-791-1609

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

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

Notifications

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

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

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

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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

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

- **Step 1: Filing of Complaint**

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

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

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

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

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

- **Step 2: Mediation**

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

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

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

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

- **Step 3: Investigation of Complaint**

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

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

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or their failure or refusal to cooperate in the investigation or their

engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

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

- **Step 4: Response**

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

- **Step 5: Final Written Decision**

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

The decision shall include:

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

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

Appeals to the California Department of Education

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

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

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

Voices College-Bound Language Academies Student-Family Handbook

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

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

Civil Law Remedies

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

X. Acknowledgment of Student-Family Handbook

I understand and agree that I will read and comply with the Voices Family Handbook and Attachment A and B (Attendance and Suspension/Expulsion Policy).

 Parent/Guardian's Signature

 Date

 Parent/Guardian's Printed Name

 Student's Name

PLEASE RETURN TO OFFICE STAFF

Coversheet

Approve Voices Morgan Hill at Advent 22-23 Safety Plan

Section:	IV. Consent Items
Item:	D. Approve Voices Morgan Hill at Advent 22-23 Safety Plan
Purpose:	Vote
Submitted by:	
Related Material:	UPDATED Draft Voices Morgan Hill at Advent Safety Plan 2022-2023.pdf



Voices Morgan Hill at Advent

Safety Plan

2022-2023

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Introduction

Statement of Purpose

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

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

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

Voices Academies Safe School Vision

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

Physical Environment

The School's Location and Physical Environment

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

Description of School Grounds

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

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

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

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

Maintenance of School Buildings/Classrooms

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

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

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

School Supports

Voices employs school assistants during recess and lunch as well as a Dean of Culture or Parent Liaison whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The Business Manager in collaboration with the network operations team, has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that students are often the first to

know of dangerous plans or actions, the school site leadership team at each of the Voices campuses are available for students to safely report troubling behaviors that may lead to dangerous situations.

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

Campus Disturbances and Crimes

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

Registration of Visitors/Guests Policy

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

Conditions for Campus/Classroom Visitation

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

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

basis, in the judgment of the Principal or designee, for concluding that the visitor's presence on school grounds would: disrupt or is disrupting Voices' operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

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

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

Building Security

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

School Climate

School Culture

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

The principal sets a positive tone for the school, guides the staff, and works closely with them on curriculum, character traits and school safety issues. The school site's organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Efforts are made by the administration and staff to show concern for all students. Further, all students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Principal, Dean of Culture, Student Services Manager, Business Manager, school support staff, teacher, or other staff members.

Parent Involvement Policy

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

Classroom Organization and Structure

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

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

Gather and Analyze Data About School Climate and Community

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

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

Non-Negotiable Expectations for Voices Students

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

Core Values:

1. Students in the Forefront
2. Si Se Puede Attitude
3. In LaK'Ech
4. Shared Leadership

School-site Values:

1. Scholarship
2. Activism

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

Professional Development and Parent/Guardian Education

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

General Safety Procedures

Introduction

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

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

Prevention and Intervention: Aggressive Student Behavior

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

Discipline Policy

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a

case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity.

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

See the “ [Suspension and Expulsion Policy](#)” in the [Family Handbook](#).

Notice of Disciplinary History

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

Gang Affiliation

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

Gangs and Graffiti

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

Drug, Alcohol, and Tobacco Free

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

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:

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

School Staff should follow these guidelines when a riot occurs:

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

Assaults

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

notified. If a serious assault occurs, the school principal (or designee) shall:

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

Civil Disturbance

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

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

School Dress Code Policy

School Philosophy

Voices recognizes the need for and importance of students to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and

not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

General Guidelines

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

Prohibited Conduct and Sanctions

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

Mental Health Programs

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

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

Suicide

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

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum

and promoting mental and emotional health.

4. Voices and community resources and services for students and families in crisis and ways to access them.
5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Attempted Suicide / Suicide Threat

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

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

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal/DoC or crisis team designee shall follow the crisis intervention procedures contained in Crisis Intervention Protocol. After consultation with the Principal/DoC or crisis team designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended.
- The principal/DoC or crisis team designee will:
 - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
 - Have parent/guardian sign the parent notification found within the Network-wide Risk Assessment form.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Youth Crisis Line at (408) 379-9085** and asking for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Suicide and Crisis Hotline at (855) 278-4204** or **The Crisis and Suicide Prevention Lifeline at 9-8-8 or 1-800-273-TALK** for help. Immediately inform the principal of the incident and actions taken.

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

Suicidal Act

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

- A staff member must notify the principal/DoC/or crisis team designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Senior Leadership Team.
 - The Crisis Team consists of any of the following trained people:
 - Chief Culture Officer
 - Principal
 - Dean of Culture
 - Student Services Manager
 - The Leadership Response Team consists of any of the following people:
 - Business Manager
 - Instructional Coach
 - School Site Technician
 -
- The Principal/DoC or crisis team designee will contact the parent/guardian and ask them to come to the school or hospital.
- The Principal/DoC or crisis team designee will call for assistance from the Pacific Clinics (formerly Uplift) Mobile Crisis response team at 408-379-9085
- The Principal/Doc or crisis team designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/DoC or crisis team designee will request written documentation from any treating facilities prior to a student's return to school.
- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions

taken.

- Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

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

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student's or family's privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

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

For the protection of students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board of Voices College-Bound Language Academies ("Voices") has

developed the following policy and procedures to ensure Voices principals and their designees respond appropriately as directed by law enforcement when apprised of information that a registered sex offender resides or works within two (2) miles of a Voices school. This policy and procedures include:

1. Each Voices Principal shall serve as a liaison with law enforcement regarding these matters.
2. At the beginning of each school year, each Principal shall contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the Principal. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the local Principal.
3. At the beginning of each school year, the Principal of each Voices school shall notify parents/guardians of Voices' willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both Voices and law enforcement. This communication shall also explain:
 - a. The reporting requirements pursuant to California Penal Code sections 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender.
 - b. The ability of parents/guardians to contact law enforcement for additional information and to review the information on Megan's Law Internet Website (available at <https://www.meganslaw.ca.gov/>)
4. When law enforcement notifies a Voices Principal of the residency or employment of a sex offender within two (2) miles of the Voices campus, the Principal shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Principal may disclose information about a sex offender to the following staff at the affected Voices campus:
 - a. The Voices Executive Director;
 - b. Voices campus supervisors;
 - c. Voices bus drivers;
 - d. Teachers;
 - e. Staff who may be involved in visitor/outside registration;
 - f. Security staff;
 - g. Principals and staff at adjacent schools, as appropriate.
5. Further, when law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Voices Principal shall collaborate with local law enforcement to determine the appropriate response. This response may include:
 - a. An article in a Voices or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the Voices office. This article shall encourage parent/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.

- b. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
 - c. A mailing of a letter, at Voices expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
- 6. Each Voices Principal shall ensure all staff are aware of the following procedures:
 - a. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Voices Principal or Executive Director to help ensure Voices is able to respond appropriately.
 - b. If a staff member sees an identified sex offender is seen on or near school grounds or around any student, that staff member should immediately contact the Voices Principal. When the Principal receives such information, he or she will determine whether the suspected registered sex offender has received written permission regarding the dates and times for entry onto school grounds and has a lawful reason to be on campus, is a parent or guardian of a student at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds, does not have a lawful reason to be on campus, or is not a parent or guardian of a student attending the School, will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement may take any appropriate follow up action.
 - c. Staff are not permitted to notify any parents or any other members of the community of any information received pursuant to this Policy without the written permission of the Voices Principal.
- 7. If Voices learns or is notified that a registered sex offender is a parent/guardian of one or more students who attend the School, the Principal should attempt to schedule a meeting with the parent/guardian for the following purposes:
 - a. To establish a positive, cooperative working relationship to the extent possible;
 - b. To discuss the incident(s) leading to the registration requirement, (Voices recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Voices);
 - c. To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
 - d. To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;

- e. To develop joint strategies with the parent/guardian for “normalizing” the educational experience of his/her children to the fullest extent possible; and
 - f. To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent’s/guardian’s ability to participate in school activities.
8. This meeting shall be held on school grounds unless there is a concern for the safety or welfare of students or staff, and in that event, it may be held at a location within the Principal’s discretion. If this meeting with the parent is not held, the Principal shall notify the parent/guardian in writing of the information contained in this Policy. With appropriate written permission outlining the dates and times permission to be on campus has been granted, Voices recognizes the following rights of the parent/guardian to participate in his/her child’s education:
 - a. To transport his/her child to and from school;
 - b. To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
 - c. To attend a regularly scheduled school program or activity in which their child is a participant.
9. Voices staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity, as defined above.
10. The parent/guardian may not extend their presence at Voices beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:
 - a. Serve as a school or class volunteer;
 - b. Act as a chaperone on a school field trip;
 - c. Be in the presence of children for any reason other than for the parent rights stated herein; and
11. Make individual contact with any student other than his/her own while at school or during a school activity. Voices and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

Confidentiality

When a parent/guardian is a registered sex offender, Voices will make an effort to preserve the confidentiality of information obtained pursuant to the law enforcement notification process to the fullest degree possible. School officials may share relevant information with employees and parents/guardians as directed by law enforcement, and will not share any information unless authorized by law enforcement. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All Voices schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. Any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

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

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, tying, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, spanking, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

The purpose of the following lists of unacceptable and acceptable behavior is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or

series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and minor) and desensitizing the minor to various forms of touching and other intimate interactions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

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

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

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal written pre-approval from the Executive Director or Designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus.
3. E-mails, text-messages, phone conversations, instant messages and other communications to and with students if permitted must be very professional and

pertaining to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment). Keeping the door wide-open when alone with a student.

4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries including touching legs, or buttocks, frontal hugs, kissing, or caressing.
6. Keeping parents informed when a significant issue develops about a student such as a change in demeanor or uncharacteristic behavior.
7. Keeping after-class discussions with a student professional and brief.
8. Immediately ask for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult.
10. Informing your Supervisor about situations that have the potential to become more severe.
11. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
12. Asking another staff member to be present or within close supervisory distance, when you must be alone with a student after regular school hours or if you will be alone with any type of special needs student.
13. Asking another staff member to be present when you must be alone with a student after regular school hours.
14. Giving students praise and recognition without touching them.
15. Pats on the back, high fives (hands slapping) and handshakes are acceptable.
16. Keeping your professional conduct a high priority.
17. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary

Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed. Only such forces as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

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

Purpose

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

Policy

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

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

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

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

complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

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

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

- o Rape, sexual battery, molestation or attempts to commit these assaults and
- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

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

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

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

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

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

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

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

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

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

- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

Grievance Procedures

Reporting

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

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

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

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

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

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

Voices acknowledges and respects every individual’s rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

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

Investigation

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

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

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

Consequences

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

Uniform Complaint Procedures

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

Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such

cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Staff Contact List

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

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

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

Tuberculosis Test

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

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

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

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three

recommended providers and shall reimburse costs at the maximum of recommended provider's rate. The availability of this testing may be announced by the School.

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

Fingerprinting

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

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

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

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

Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime,

unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

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

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

Child Abuse Reporting

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

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

Child abuse or neglect includes the following:

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

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

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

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

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

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

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

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

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

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

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

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

Communicable, Contagious, or Infectious Disease Prevention Policy

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

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

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

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

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

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

Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a

written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

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

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

Medical Emergency Procedures

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

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

Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.

If a child complains of **illness**, question him/her/them to determine severity.

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

If a child has **convulsions**:

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

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

Insect Bites:

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

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

Playground Accidents:

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

In addition, the Red Cross offers the following guidelines:

RESCUE BREATHING	● Tap shoulder and shout, “Are you ok?” ● Call 911 if no response ● Open airway: tilt head back slightly, lift chin ● Check for breathing: check quickly for no more than 10 seconds ● If no breathing, give 2 rescue breaths ○ Tilt head back and lift the chin up ○ Pinch the nose shut, then make a complete seal of child’s mouth ○ Blow in for about 1 second to make the chest clearly rise ○ Give rescue breaths one after the other Rescue breathing count: Adult: 1 breath every 5 seconds Child: 1 breath every 3 seconds Infant: 1 breath every 3 seconds
Nose Bleed	● Put on disposable gloves ● Sit, leaning slightly forward ● Pinch the nose shut for about 10 minutes ● Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose ● If the bleeding does not stop: ○ Apply pressure on the upper lip just beneath the nose ○ Call or have someone else call 911
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

	- o Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place - o 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: - o Place a fist with the thumb side against the middle of the person's abdomen, just above the navel. - o Cover your fist with your other hand. - o Give 5 quick, upward abdominal thrusts. ● Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the: - o Object is forced out - o Person can cough forcefully or breathe - o 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 Authorization to Administer Medication form.

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

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

Symptoms and signs of anaphylaxis

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

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

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

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

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

For students WITHOUT Severe Allergy Medical Management Plan

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

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

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

- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

Severe Allergy Medical Management Plan

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

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 55 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 55 lbs, use **Yellow label** EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911.*
5. EpiPen Administration Procedure:

Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.

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

g. Call 911, if not previously called.

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

Quick Reference:

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

Automated External Defibrillator (AED)

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

Before Using the AED

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

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

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

Resuscitation Orders

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

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

Emergency Response Plan

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

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;

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

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

Initial Response to Emergencies

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

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- 1) identify the type of emergency;
- 2) identify the level of emergency; and
- 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

Identify Type of Emergency

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

Fire on School Grounds

Earthquake

Bomb Threat

Intruder, Hostage Taking, Lockdown

Severe Weather

Extended Power Loss

Poisoning, Chemical Spills, Hazardous Materials
Biological or Chemical Attack
Radiation Threat
Armed Assault on Campus
Drive-by Shooting
Air Pollution / Smog
Fallen Aircraft
Explosion
Unlawful Demonstration/Walkout
Emergency phone numbers can be found at [Appendix I](#).

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

Identify Level of Emergency

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

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

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

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

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal or designee to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation

shall be limited to the area immediately in danger from the fire.

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

Determine Immediate Response Actions

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

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

Immediate Response Actions

Duck and Cover

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

Description of Action

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

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS."

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place

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

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

Description of Action

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

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

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices cafeteria,). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Business Manager or designee

will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown (or “Code Red”)

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

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

Description of Action

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

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

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

Evacuate Building

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

Description of Action

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

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

2. The principal or designee will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

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

Description of Action

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

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE

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 or Designee

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

Teachers

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

Custodian

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

All Clear

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

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Training and Exercise

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

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

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

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

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

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

1. Handling emergency equipment.
2. Emergency planning, including maintaining the safety plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist VMH schools during emergencies in training opportunities.

4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing a review after drills, exercises and actual emergencies.

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

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

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

Mitigation/Prevention

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

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

Preparedness

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

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

6. Revise plan as necessary.

Please refer to [Appendix K](#) for the School Crisis Response Box Checklist.

Response

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

Recovery

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

Emergencies Occurring During Summer or Other School Breaks

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

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

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

Evacuation Routes

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

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

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

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

Primary On-Site Evacuation/Assembly Location

Organization	Voices Morgan Hill at Advent
Assembly Location	Rear Parking Lot

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

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

Secondary Off-Site Evacuation/Assembly Location

Organization	Voices Morgan Hill at Advent
Assembly Location	Front Parking lot

Special Information For Parents

Telephones/Communications

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

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

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

Dismissal

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

Student Release Procedure

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

If You Can't Get to the School

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

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

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

Responding to Emergencies

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

Fire

When the fire is discovered:

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

Evacuation Process for Teachers:

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

The School needs to:

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

- a. School name, address, and phone number:

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

- b. Exact location of the fire within the building

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

Fight the fire ONLY if:

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

Upon being notified about the fire:

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

Business Manager and school support staff must:

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

School support staff must:

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

*****The principal or designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Scenario 1: Fire In Surrounding Area

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

Procedure

- The principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal or designee will notify “911” and will provide the location and nature of the emergency.
- The principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal or designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
- As appropriate, the principal or designee will activate the ParentSquare Communication System.
- The principal or designee will notify Team Z of the emergency situation.
- The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

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

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal or designee.
2. The principal or designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The Business Manager or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator or designee will direct the fire department to the fire and brief fire department officials on the situation.
8. The Business Manager or designee will notify the appropriate utility company of damages.
9. The principal or designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Morgan Hill Fire Department or appropriate agency provides clearance and the principal or designee issues authorization to do so.
11. For fires during non-school hours, the principal or designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Earthquake Procedure

What to Expect During an Earthquake

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

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into

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 DROP AND COVER command.

DUCK, or **DROP** down on the floor.

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

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

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

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

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

Staff Responsibilities

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

Principal or designee	Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follow fire / evacuation written procedures at appropriate times. Calls 911.
Custodian	Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal or designee when the preceding actions are complete.
Teachers	Initiate drop and cover procedures. Follow fire/evacuation drill procedures at appropriate times.
Students	Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
Other Personnel	Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students

Re-entry into Classrooms

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

Procedures of Injured Parties

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

Release of Staff

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

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

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

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

Bomb Threat

General Information

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

Person Receiving the Threat

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

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

Staff Responsibilities

Principal or designee

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department.
- Uses the two-way radio system to announce,

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

Teachers

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

- Call the office and inform them of the threat. Office to call 911.
- If evacuation is ordered, **take students** to the designated evacuation area along with an emergency **backpack**.
- Leave the room unlocked and turn off lights as you leave.

Custodian

- Check all restrooms and perimeters around buildings.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **principal** or **designee** will split the duties of the custodian with another assigned staff..

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

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

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

The school principal or designee, should follow these guidelines:

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

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

- 1) Stay Calm / Do NOT be a Hero
- 2) Follow instructions of the captor.
- 3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- 4) Inform captors of medical or other needs.
- 5) Be prepared to wait; elapsed time is a good sign.
- 6) Don't try to escape; don't try to resolve the situation by force.
- 7) Be observant and remember everything that is seen or heard.
- 8) If a rescue takes place, lie on the floor and await instructions from rescuers.
- 9) The school principal or designee, should be responsible for the following:

- 10) Immediately notify law enforcement.
- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from the family.

Lockdown Procedure

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

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

The school principal or designee, should follow these guidelines:

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

Classroom Teacher should:

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

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

Armed Assault on Campus

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

Procedure

1. Upon first indication of an armed assault, personnel should immediately call "911" and then notify the principal or designee.

2. The principal or designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The principal or designee will call "911" and provide the exact location and nature of the incident. The principal or designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The principal or designee will control all points of entry to the school.
9. The principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal or designee will ensure the notification of parents and family members.
10. All media inquiries will be referred to the Chief Executive Officer (CEO) or designee.
11. The principal or designee will debrief staff and school police officers.

REMEMBER- Students will model their emotional reaction after yours.

STAY CALM.

Drive-by Shooting

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

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

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

Immediately after the vehicle is gone:

- 1.
2. Principal or Designee will order Secure Building
3. Principal or designee will call 911
4. Assess injuries, if any.

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

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STAY CALM.**

Severe Weather

Flood

If Indoors:

- ☐ Be ready to evacuate as directed by the principal or designated official
- ☐ Follow the recommended primary or secondary evacuation routes

If Outdoors:

- ☐ Climb to high ground and stay there
- ☐ Avoid walking or driving through flood water
- ☐ If car/bus/van stalls, abandon it immediately and climb to a higher ground

Extended Power Loss

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

- ☐ Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment
- ☐ Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
 - Fire sprinkler system
 - Standpipes

- Potable water lines
- Toilets

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

Upon Restoration of Heat & Power:

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

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

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

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

When a large chemical spill has occurred:

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

When a small chemical spill has occurred:

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

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

Hazardous Substances

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

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

Always call for assistance and:

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

Move people/personnel away or evacuate from contaminated area

Biological / Chemical Attack

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

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

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

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The principal or designee will call "911" and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal or designee will notify Team Z of the situation.
4. The principal or designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.
7. The principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The principal or designee will provide the list to the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal or designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal or designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of the emergency.
4. The principal or designee will notify Team Z of the situation.

5. The principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.
7. The principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The principal or designee will provide the list to the principal or designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal or designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., cafeteria). Teachers should communicate their locations to the principal or designee, using the two-way radio system or other means without leaving the building.
4. The principal or designee will call “911”, and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.
5. The principal or designee will notify Team Z of the situation.
6. The principal or designee will turn on a radio to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal or designee.

Pandemic Influenza

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

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

Level III Prevention: Schools are open

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

Level II Preparedness: Schools prepare for closure

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

Level I Response: Schools close

- Warning Phase:
 - Social Distancing
 - Minimum Days
 - No Extra-Curricular Activities
- Schools Close
 - Implement Continuity Plans

Level III Recovery & Prevention: Schools reopen

- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
 - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
 - WASH SKIN as thoroughly as possible with lukewarm water.
 - LISTEN TO RADIO for other instructions.

Air Pollution / Smog

Individuals Whom it May Affect

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

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).

- If we are notified, via the health department/Team Z, that it is unhealthy for students to be outside, you will be notified, via ParentSquare communication system, that recesses are canceled.
- We will follow the “rainy day” schedule for lunch

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

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

Stage 3: Declared Emergency

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

Fallen Aircraft

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

Procedure

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the “*Immediate Response Actions*” section.
2. If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the

Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The principal or designee will call “911” and the Police and will provide the exact location (e.g., building or area) and nature of the emergency.
5. The principal or designee will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

“Poisoning, Chemical Spills, Hazardous Materials Safety Procedures”. If the crash results in a utility interruption, refer to the section on Loss of Power.
6. The principal or designee will organize fire suppression activities until the Morgan Hill Fire Department arrives.
7. The principal or designee will check injuries to provide appropriate first aid.
8. The principal or designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County HazMat Compliance Division or appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

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STAY CALM.**

Explosion

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

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER.

2. The principal or designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the principal or designee of missing students.
6. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
7. The principal or designee will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. The principal or designee will notify Team Z of the situation. The principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the principal or designee will initiate search and rescue activities.
13. The principal or designee will contact the Morgan Hill Fire Department to ensure buildings are safe for reoccupancy.
14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.
15. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal or designee will initiate rescue operations.
7. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal or designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. The principal or designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal or designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal or designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The principal or designee will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal or designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

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

Unlawful Demonstration / Walkout

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

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.
2. The principal or designee will initiate appropriate Immediate Response Actions, which may include

SHELTER-IN-PLACE.

3. The principal or designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The principal or designee will immediately proceed to the main entrance to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her/their name, and record address, telephone number and time entered or departed.
5. If students leave the campus, the principal or designee, in consultation with the Team Z, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal or designee should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the CEO.
9. The principal or designee should proceed in good judgment on the basis of police, in taking action to control and resolve the situation.
10. The principal or designee will notify parents of the incident, as appropriate.

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STAY CALM.**

Emergency Drills

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

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

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

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

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

2) Evacuation

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

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

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

When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding

building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

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

3) All Clear:

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

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

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

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

Fire Drill Procedure

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

1) Evacuation:

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

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

Evacuation areas will be established away from fire lanes.

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

administrators and/or fire marshals/designees.

Standards for a Successful Fire Drill:

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

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

Shelter-in-Place

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

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

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

Procedure:

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

curtains, or pulling shades.

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

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

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

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

Description of Action

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

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

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

Staff Responsibilities during a Lockdown

Principal or designee	Principal or designee will communicate and collaborate with Advent staff and Preschool located on the shared Advent space. Announces Lockdown procedure on the two-way radio communication system. Ensures doors are locked in all buildings. Calls 911. Locks the office door and keeps phone line open.
Custodian	Locks all restrooms located on 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 two-way radio 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 their seats and remain quiet. Stay away from windows.

No one leaves the classroom!

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

Interactions with the Media

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

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

Appendices

A. Monthly School Site Safety Checklist

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



Safety Administrative Review	
School Name:	Date:
Follow-up Review (Noted in RED)	Date:

Exterior Areas:

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

Findings:	
Correction	

Building Conditions:

- ☐ Do interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?
- ☐ Does building structures and finish materials appear to be in good condition and free of visible deterioration?

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

Findings:	1.
Correction	
Action taken	

Doors, Exits, and Means of Egress:

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

Findings:	
Correction	
Action Taken	

Assembly Areas:

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

Findings:	
Correction	
Action Taken	

Emergency Action Equipment & Systems:

- ☐ Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?
- ☐ Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?
- ☐ Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?
- ☐ Are employees familiar with the location and operation of alarm and fire protection systems, and are employees familiar with their duties and responsibilities in an emergency?
- ☐ Is emergency communication and broadcast equipment available, such as public announcement systems and radios?
- ☐ Is someone immediately available at all times (24 hours, 7 days) with authorization to call and bring in professional cleanup and restoration companies?
- ☐ Is the supply of spill response and pipe repair materials complete, readily accessible and checked at least quarterly?
- ☐ Are pipe diagrams or prints up-to-date and showing the location of valves for all liquid-carrying systems? Isometric drawings are very beneficial.
- ☐ Are valves placarded or tagged for easy identification?
- ☐ Are shutoff valves "exercised" (closed, reopened and lubricated as needed) at least annually to verify they can be quickly closed during an emergency?

Findings:	
Correction	

Mechanical and Utility Systems:

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

Findings:	
Correction	

Housekeeping and Storage Practices:

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

Findings:	
Correction:	
Action Taken	

Disabled Access:

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

Findings:	
Correction	

General Conditions – Other:

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

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

A. Unsafe or Hazardous Conditions Log**Unsafe or Hazardous Conditions Log**

Date/Time	Unsafe or Hazardous Condition	Description of Action Required	Location of Unsafe or Hazardous Condition	Explain what was done	Referred to (Name of company/person, if any)	Verified by:

B. Classroom Safety Checklist**School Year Kick Off Room Checklist****Voices College-Bound Language Academies**

Teacher Name:

Room number:

Item	Check	Comment	Re-Check
Red/black backpack near front door (contains green, red card and roster)			Y N Partial
Code Red, Blue and 9 Instructions and Evacuation Map posted near front door	Y N Partial		Y N Partial
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		Y N Partial
Room clean and organized	Y N Partial		Y N Partial
"Joy Factor" apparent in room environment ☐ Use of positive affirmations and strength-based communication	Y N Partial		Y N Partial
Snack Container	Y N Partial		Y N Partial
Data walls up ☐ Reading Levels English	Y N Partial		Y N Partial

☐ Reading Levels Spanish ☐ Sight Words and/or Fluency ☐ Math or ELA Assessments			
University Wall	Y N Partial		Y N Partial
Daily Schedule and objectives posted ☐ Content Objectives ☐ Language Objectives	Y N Partial		Y N Partial
Character Education Wall ☐ Value and character traits signage ☐ Uniform Checklist	Y N Partial		Y N Partial
Word Wall or Vocabulary Wall	Y N Partial		Y N Partial
Content Areas ☐ Math ☐ ELA ☐ Class Library ☐ Other _____	Y N Partial		Y N Partial
Guided Reading Table (prompting guides, pencils, book storage, white boards, markers, post-its....)	Y N Partial		
Associate Teacher workstation	Y N Partial		Y N Partial

WALK THROUGHS

1) Date _____

Principal Signature _____

2) Date _____

Principal Signature _____

3) Date _____

Principal Signature _____

C. Student Accident Report

Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.i. 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 details: _____
2. Date of accident/incident: _____
3. Incident Time (Please include AM/PM: _____
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: _____
5. Incident City, State, Zip: _____

6. Specific body part(s) injured: _____
7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain
8. If other type of injury, please indicate: _____
9. Was on-site nurse contacted?: Yes or No Date and Time if Nurse contacted: _____
10. Was treated refused?: Yes or No What type of medical treatment was given? _____
11. Did paramedics transport the student? Yes or No Paramedic transport date/time: _____
12. Was the parent/guardian contacted? Yes or No Contacted date/time:

Parent/Guardian Information

1. Parent/Guardian Name: _____
2. Parent/Guardian Address/City/State/Zip: _____
3. Parent/Guardian Phone: _____
4. Parent/Guardian Email: _____
5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No
If no, why not? _____

Witness Information

1. Witness Name: _____
2. Witness Address/City/State/Zip: _____
3. Witness Phone: _____
4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer
5. Name of person to whom the accident or incident was reported: _____
6. Date the accident was reported to this person: _____
7. If the accident was not reported immediately, why not? _____

Prevention Information

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

2. What steps have been taken or recommended to prevent a recurrence? _____
3. Any additional information or notes: _____

Employee Incident Report**School Information:**

Charter School: _____ Location/Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Employee Information:

Name of injured employee: _____ Sex: _____ M/F Occupation: _____

Date of hire: _____ Date of birth: _____ SSN: _____

Marital Status: _____ Dependents? Yes/No If yes, how many? _____ Ages? _____

Employee address: _____

Gross wages/salary: \$ _____ per _____ (hour/week/month/year) Pay schedule: _____ 12mth _____ 11mth _____ 10mth

Employment Status: _____ Full Time _____ PartTime _____ Temporary/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 ☐ Act 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

Referral Date:	Time Event Occurred:	
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 ☐ Self cutting ☐ Pinching ☐ Accessed concerning content online ☐ Burning	☐ Suicidal Ideation ☐ Direct Threat (ex. "I am going to kill/hurt myself") ___ to self ___ others ☐ Indirect threat (ex. "I feel like dying") ___ to self ___ others

Observed any of the Following:

☐ Sudden Change in Behavior ☐ Previous Attempt(s)	☐ Signs of Depression ☐ Truancy/Running Away

____ Giving Away Possessions

____ Frequent Complaints of Illness

_____ Mood Swings

____ Alcohol or Drug Use

____ Self-Injurious Behavior

____ Accessing Concerning Content

Other: _____

7. Please explain what happened:

[illegible]

8. Confirm Receipt by a Crisis Team Member:

Name and Title of Crisis Team Member:	Signature:	Time received:

For School Crisis Team Use Only:**9. Previous Referral?** _____ **Date(s):** _____**10. Student Interview:** The student told me the following: (Check all that apply.)**Self harm:**

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

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

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

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

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

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

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

How likely is the student to intentionally hurt himself/herself/themself again?

Student has expressed suicidal thoughts or behavior ____ Yes ____ No

If yes, complete Suicide Ideation section.

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

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

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

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

Other Important Information:

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

____ Self-Harm/Harm to Others/Suicide Interview

____ Other:

11. Risk Level: ____ Low ____ Medium ____ High*

***FOR HIGH Risk: CALL ONE OF FOLLOWING:**

1. Pacific Clinics Mobile Crisis Team (formerly Uplift Family Services): (408) 379-9085, Alum Rock Crisis Unit: (408) 294-0579.

2. Contra Costa County: Psychiatric Emergency Services in Contra Costa: Contra Costa Regional Medical Center -call 24-hour Access Line at **1-888-678-7277** for mental health resources or the Contra Costa Crisis Center at **1-800-833-2900** for 24-hour crisis support.
3. San Joaquin County: San Joaquin County Crisis Line: For immediate crisis support, call **209-468-3549**.
4. All Counties - Or 911 for imminent danger or if other crisis teams can't respond - request an officer trained in mental health support if available.

Person conducting interview: _____

Date: _____ Time: _____ Signature: _____

Intervention/ Action Taken:

_____ Parent/Guardian Contacted:

Date/Time: _____ Outcome: _____

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

[Parent/Guardian Notification for high-risk assessment](#)

[Parent/Guardian Notification for low or medium-risk assessment](#)

_____ Resources Provided to Parent/Guardian:

INCLUDING: _____ Date/ Time: _____

_____ Outside Referral Made:

To: _____ Date/ Time: _____

_____ Uplift Crisis Team Unit Called:

Time: _____ Outcome: _____

Child Abuse Report Made (endangerment):

FIRST NAME OF INTAKE WORKER and ID: _____

_____ Referred to Police:

NAME OF OFFICER _____

_____ Hospitalization

_____ School Based Counseling:

Date Referred:_____ Parent signed permission slip(Date):_____

_____ Program Modification

INCLUDING: _____

_____ Student Safety plan created (attach copy):_____

_____ Other (Please explain):_____

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange

Confidential Crisis Team File —

DO NOT Place in CUM FILE

E. Informal and Formal Community Complaint Resolution Procedures (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

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

Informal: Conflict Resolution

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

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

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

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

Steps to Take Before Resolving the Conflict

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

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk

4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

Formal Complaint and Resolution Procedures:

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

1. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
 - a. The full name of each person involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
2. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.
3. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors (or committee).
4. The Board (or committee) may seek additional investigation by the Principal as it deems necessary.
5. The Board of Directors (or committee) shall make recommendations and address the recommendations at the next Regular Board meeting.
6. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

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

Policy for Complaints Against Employees

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

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

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

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

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

I. Confidentiality

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

II. Non-Retaliation

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

Resolution

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

UNIFORM COMPLAINT POLICY AND PROCEDURES

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

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

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

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

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

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

Notifications

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

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

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

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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

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

- Step 1: Filing of Complaint

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

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

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

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

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

- Step 2: Mediation

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

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

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

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

- Step 3: Investigation of Complaint

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

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

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

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

- Step 4: Response

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

- Step 5: Final Written Decision

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

The decision shall include:

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

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

Appeals to the California Department of Education

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

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

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

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

Civil Law Remedies

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

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

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

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

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

Age	Gender / Gender Expression /	Sex (Actual or Perceived)
Ancestry	Gender Identity	Sexual Orientation (Actual or Perceived)
Color	Genetic Information	Based on association with a

Disability (Mental or Physical)

National Origin

person or group with one or more of these actual or perceived characteristics

Ethnic Group Identification

Race or Ethnicity

Religion

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

[illegible]

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Voices College-Bound Language Academies
Executive Director
6840 Via Del Oro, Suite 160
San Jose, CA 951119

F. Voices Morgan Hill Staff Contact List: School Leadership Team

Title	Name	Email Address
Principal	Vicky Lopez	vlopez@voicescharterschool.com
Business Manager	Michelle Arriaga	marriaga@voicecharterschool.com
Dean of Culture	Maria de Solorzano	msolorzano@voicescharterschool.com
Student Services Manager	Gabriela Aguilar	gaguilar@voicescharterschool.com
Instructional Coach	Luz Gutierrez	lgutierrez@voicescharterschool.com

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

Fire	911	408-779-6611
Ambulance	911	911
Police	911	408-779-2101
Gas	911	800-743-5000
Electric	911	800-743-5000
Water	911	408-776-7333
Gang Hotline	911	408-293-GANG
Santa clara County Emergency Services	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK
Community Mobile Crisis Response Team	911	9-8-8
Poison Control Center Link	911	(800) 222-1222
County Dept. Of Environment Health	911	408-918-3400
CA Emergency Mgmt. Agency State Warning Center	911	1-800-852-7550
Pacific Clinics (formerly Uplift) Mobile Crisis Team	911	408-379-9085
Alum Rock Counseling & Mobile Crisis Unit	911	408-294-0579

Voices Morgan Hill Business Manager: Michelle Arriaga 408-491-1700 ext. 1049
 Advent Lutheran Church Building Manager: Sherry Quick 408-612-2630

MHPD School Resource Officer Greg Dini 669-253-4965
 MHPD Tobacco Liaison Officer Scott Martin 669-253-4981

Morgan Hill Fire department community liaison: Fire Marshal Carlos Alcantar 408-310-4654

J. Homeland Security Advisory Recommendations

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

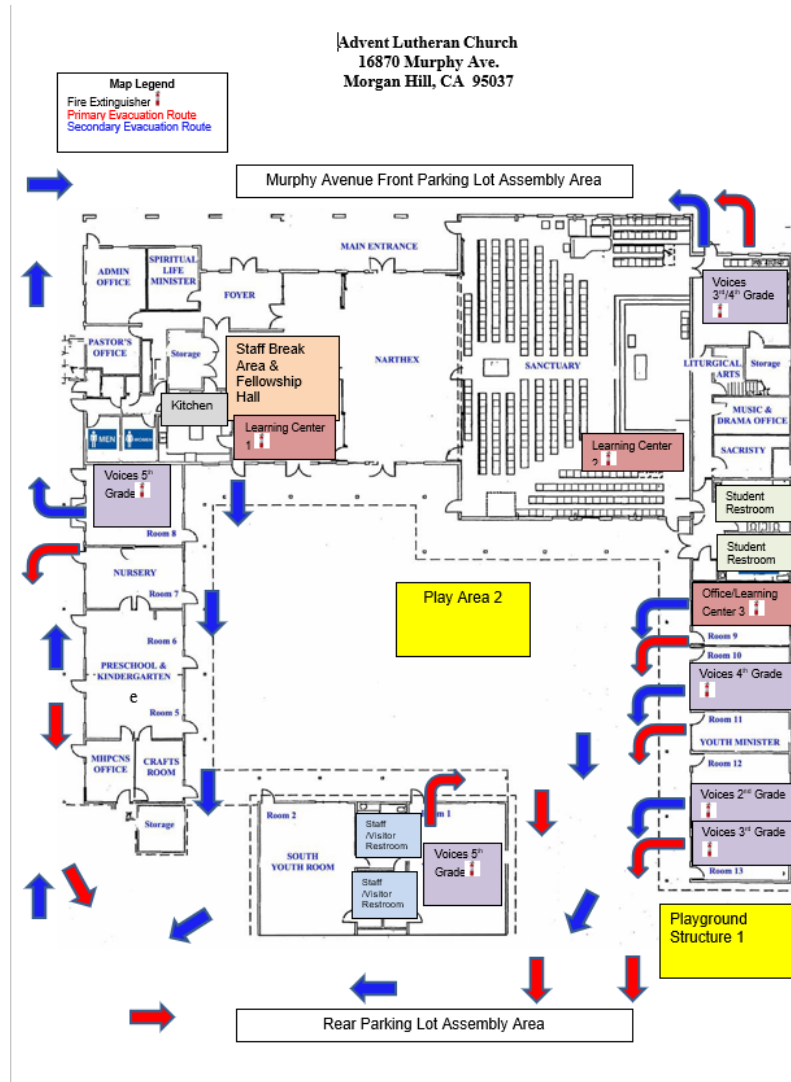
Last updated:

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)

L. Voices Morgan Hill at Advent Evacuation Map



M. Telephone Bomb Threat Reporting Procedure

Instructions:

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time: _____ Date: _____

Document the following:

Caller's Identity:

Male/Female Adult Juvenile Approximate Age: _____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other: _____

Acent:

English Spanish Other: _____

Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language:

Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off:
- Where is it located:
- What kind of bomb is it:
- What kind of package is it in:

-
-
- What is your name and

 address:

Call the Police / Notify your supervisor immediately

N. Safety Drill Schedule

Fire Drill

<u>ADVENT</u>
October 6, 2022
January 12, 2023
April 6, 2023

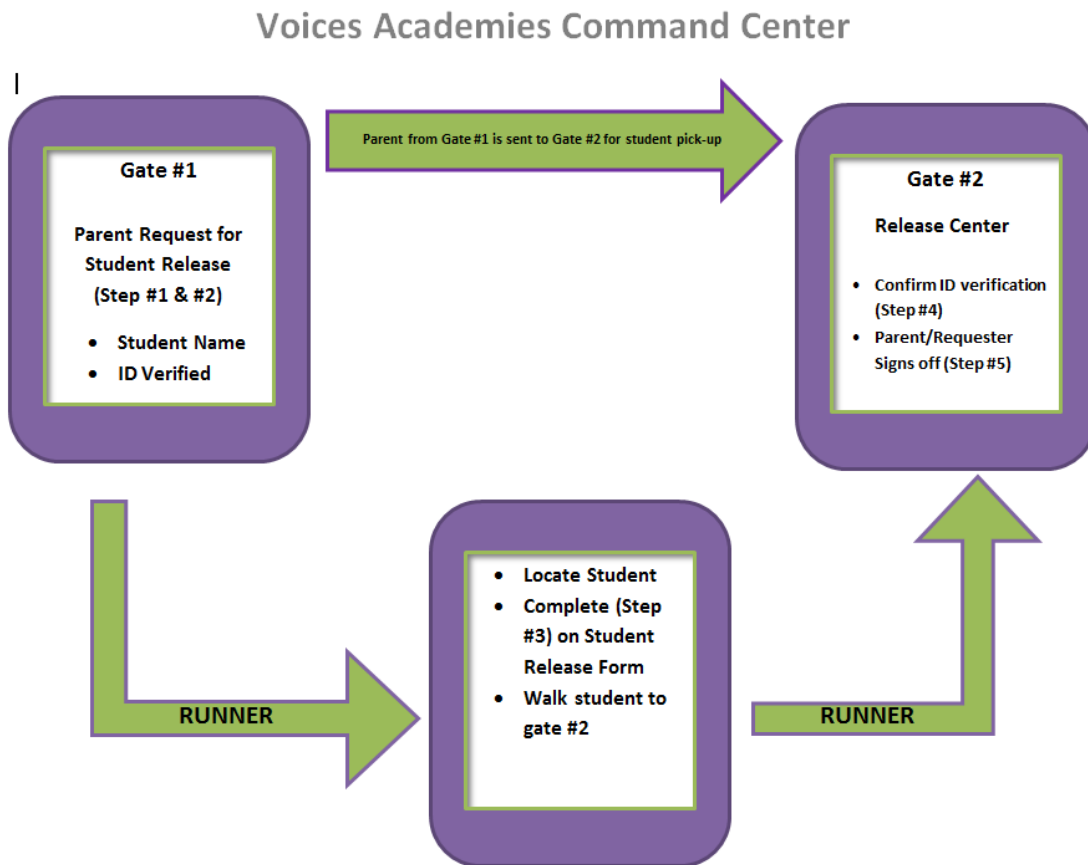
Earthquake Drill

<u>ADVENT</u>
November 15, 2022
February 2, 2023
May 4, 2023

Code Red Drill

<u>ADVENT</u>
December 1, 2022
March 9, 2023
May 26, 2023

O. Command Center Chart



P. Student Release/Runner Form

Student Release/Runner Form To be Taken by Runner		
Completed by Parent/Guardian at Release Gate #1	Student Last Name _____ First Name _____ Grade _____ Teacher (if known) _____ Name of Person Picking up Student: _____ Relationship to Student: _____	1
Completed by Request Gate #1	Name on Release Form? (circle one) Yes No <u>List number or other ID type below</u> Photo ID/Driver's License Checked ☐ Other Photo ID Verified ☐ Verified by (Staff only): _____	2
*Parent to go to Release Gate #2 and wait for student		
Completed by Holding Area Staff	Student Status: _____ Sent with Runner _____ Absent _____ First Aid Station _____ Missing Other Notes: _____	3
*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		
Completed by Release Gate #2	Name of Person Picking Up is same as Box #1 ☐ Photo ID/Driver's License Checked ☐ Checked by (staff only): _____	4
*Parent – Requester completes the following once student has been located and taken to release gate #2:		
Completed by Parent/Requester at Release Gate #2	Requester Signature _____ Destination/Phone: _____ Address: _____ Time of Release: _____ Date: _____	5

Coversheet

Approve Voices Morgan Hill at Peak Ave 22-23 Safety Plan

Section: IV. Consent Items
Item: E. Approve Voices Morgan Hill at Peak Ave 22-23 Safety Plan
Purpose: Vote
Submitted by:
Related Material:
UPDATED Draft Voices Morgan Hill at Peak Ave. Safety Plan 2022-2023.pdf



Voices Morgan Hill at Peak Ave.

Safety Plan

2022-2023

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Introduction

Statement of Purpose

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

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

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

Voices Academies Safe School Vision

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

Physical Environment

The School's Location and Physical Environment

VMH at Peak Ave is located in South Santa Clara County at St. John's Episcopal Church. The immediate area around the schools includes single-family dwellings, parks and schools.

Description of School Grounds

Voices is temporarily located at three separate sites in Morgan Hill. The first site is a lease for shared space at St. John the Divine Episcopal Church and is located at 17740 Peak Ave, Morgan Hill CA 95037. It is a one story building and Voices at Peak Ave shares space with the church.

At Peak Ave there are a total of five (5) separate non-teaching areas: office area in the front lobby, staff break area, private office, kitchen and the Learning Center space. The kitchen (building #2) will be used to serve breakfast. At Peak Ave has two separate buildings (Building #1 (larger) and Building #2 (smaller)). Building #2 has a student restroom exclusively for the students in that building. In Building #1, there are two restrooms in between the two classrooms: one will be assigned to staff and the other will be assigned to students. There are two separate play areas which are completely fenced off. Play areas are located in the backside of the Voices occupied building.

Maintenance of School Buildings/Classrooms

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

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

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

School Supports

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

When it comes to school safety, students are encouraged not to keep secrets. Effective relationships between the school leadership team and their students help initiate appropriate investigations, help staff

learn of suspects in school offenses and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

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

Registration of Visitors/Guests Policy

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

Conditions for Campus/Classroom Visitation

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

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

registration privileges have been denied or revoked, promptly leave school grounds.

6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

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

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

Building Security

At Peak Ave all visitors and volunteers are required to sign in at the office in the front lobby (see evacuation map labeled "office") located in the larger building (Building #1). Voices main entrance/exit is through the office double doors. All other entrance/exit doors remain closed and locked during school hours. No outside visitors are allowed to enter through any other building entrance. All Voices staff are required during the duration of school hours to wear a Voices lanyard which has their picture, name and position. Visitors/Volunteers will be provided with a Voices lanyard which they are required to wear during the duration of their visit. COVID protocols will take place at the Voices office during the sign in process.

School Climate

School Culture

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

The principal sets a positive tone for the school, guides the staff, and works closely with them on curriculum, character traits and school safety issues. The school site's organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Efforts are made by the administration and staff to show concern for all students. Further, all students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring

problems to the Principal, Dean of Culture, Student Services Manager, Business Manager, school support staff, teacher, or other staff members.

Parent Involvement Policy

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

Classroom Organization and Structure

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

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

Gather and Analyze Data About School Climate and Community

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

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

Non-Negotiable Expectations for Voices Students

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

Core Values:

1. Students in the Forefront
2. Si Se Puede Attitude
3. In LaK'Ech
4. Shared Leadership

School-site Values:

1. Scholarship
2. Activism

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

Professional Development and Parent/Guardian Education

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

General Safety Procedures

Introduction

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

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

Prevention and Intervention: Aggressive Student Behavior

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

Discipline Policy

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

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

See the “ [Suspension and Expulsion Policy](#)” in the [Family Handbook](#).

Notice of Disciplinary History

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

Gang Affiliation

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

Gangs and Graffiti

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

Drug, Alcohol, and Tobacco Free

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

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:

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

School Staff should follow these guidelines when a riot occurs:

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

Assaults

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

notified. If a serious assault occurs, the school principal (or designee) shall:

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

Civil Disturbance

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

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

School Dress Code Policy

School Philosophy

Voices recognizes the need for and importance of students to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and

not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

General Guidelines

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

Prohibited Conduct and Sanctions

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

Mental Health Programs

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

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

Suicide

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

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum

and promoting mental and emotional health.

4. Voices and community resources and services for students and families in crisis and ways to access them.
5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Attempted Suicide / Suicide Threat

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

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

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal/DoC or crisis team designee shall follow the crisis intervention procedures contained in Crisis Intervention Protocol. After consultation with the Principal/DoC or crisis team designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended.
- The principal/DoC or crisis team designee will:
 - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
 - Have parent/guardian sign the parent notification found within the Network-wide Risk Assessment form.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Youth Crisis Line at (408) 379-9085** and asking for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may

need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Suicide and Crisis Hotline at (855) 278-4204** or **The Crisis and Suicide Prevention Lifeline at 9-8-8 or 1-800-273-TALK** for help. Immediately inform the principal of the incident and actions taken.

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

Suicidal Act

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

- A staff member must notify the principal/DoC/or crisis team designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Senior Leadership Team.
 - The Crisis Team consists of any of the following trained people:
 - Chief Culture Officer
 - Principal
 - Dean of Culture
 - Student Services Manager
 - The Leadership Response Team consists of any of the following people:
 - Business Manager
 - Instructional Coach
 - School Site Technician
 -
- The Principal/DoC or crisis team designee will contact the parent/guardian and ask them to come to the school or hospital.
- The Principal/DoC or crisis team designee will call for assistance from the Pacific Clinics (formerly Uplift) Mobile Crisis response team at 408-379-9085
- The Principal/Doc or crisis team designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/DoC or crisis team designee will request written documentation from any

treating facilities prior to a student's return to school.

- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions taken.
- Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

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

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student's or family's privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

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

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

1. Each Voices Principal shall serve as a liaison with law enforcement regarding these matters.
2. At the beginning of each school year, each Principal shall contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the Principal. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the local Principal.
3. At the beginning of each school year, the Principal of each Voices school shall notify parents/guardians of Voices’ willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both Voices and law enforcement. This communication shall also explain:
 - a. The reporting requirements pursuant to California Penal Code sections 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender.
 - b. The ability of parents/guardians to contact law enforcement for additional information and to review the information on Megan’s Law Internet Website (available at <https://www.meganslaw.ca.gov/>)
4. When law enforcement notifies a Voices Principal of the residency or employment of a sex offender within two (2) miles of the Voices campus, the Principal shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Principal may disclose information about a sex offender to the following staff at the affected Voices campus:
 - a. The Voices Executive Director;
 - b. Voices campus supervisors;
 - c. Voices bus drivers;
 - d. Teachers;
 - e. Staff who may be involved in visitor/outsider registration;
 - f. Security staff;
 - g. Principals and staff at adjacent schools, as appropriate.
5. Further, when law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Voices Principal shall collaborate

with local law enforcement to determine the appropriate response. This response may include:

- a. An article in a Voices or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the Voices office. This article shall encourage parent/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
 - b. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
 - c. A mailing of a letter, at Voices expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
6. Each Voices Principal shall ensure all staff are aware of the following procedures:
- a. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Voices Principal or Executive Director to help ensure Voices is able to respond appropriately.
 - b. If a staff member sees an identified sex offender is seen on or near school grounds or around any student, that staff member should immediately contact the Voices Principal. When the Principal receives such information, he or she will determine whether the suspected registered sex offender has received written permission regarding the dates and times for entry onto school grounds and has a lawful reason to be on campus, is a parent or guardian of a student at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds, does not have a lawful reason to be on campus, or is not a parent or guardian of a student attending the School, will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement may take any appropriate follow up action.
 - c. Staff are not permitted to notify any parents or any other members of the community of any information received pursuant to this Policy without the written permission of the Voices Principal.
7. If Voices learns or is notified that a registered sex offender is a parent/guardian of one or more students who attend the School, the Principal should attempt to schedule a meeting with the parent/guardian for the following purposes:
- a. To establish a positive, cooperative working relationship to the extent possible;
 - b. To discuss the incident(s) leading to the registration requirement, (Voices recognizes that

- the parent/guardian is not required to discuss any criminal or personal history with representatives of Voices);
- c. To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
 - d. To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
 - e. To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
 - f. To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.
8. This meeting shall be held on school grounds unless there is a concern for the safety or welfare of students or staff, and in that event, it may be held at a location within the Principal's discretion. If this meeting with the parent is not held, the Principal shall notify the parent/guardian in writing of the information contained in this Policy. With appropriate written permission outlining the dates and times permission to be on campus has been granted, Voices recognizes the following rights of the parent/guardian to participate in his/her child's education:
- a. To transport his/her child to and from school;
 - b. To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
 - c. To attend a regularly scheduled school program or activity in which their child is a participant.
9. Voices staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity, as defined above.
10. The parent/guardian may not extend their presence at Voices beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:
- a. Serve as a school or class volunteer;
 - b. Act as a chaperone on a school field trip;
 - c. Be in the presence of children for any reason other than for the parent rights stated herein; and
11. Make individual contact with any student other than his/her own while at school or during a school activity. Voices and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

Confidentiality

When a parent/guardian is a registered sex offender, Voices will make an effort to preserve the confidentiality of information obtained pursuant to the law enforcement notification process to the fullest degree possible. School officials may share relevant information with employees and parents/guardians as directed by law enforcement, and will not share any information unless authorized by law enforcement. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All Voices schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. Any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

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

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

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

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

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

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

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents’ written consent for any after-school activity.

2. Obtaining formal written pre-approval from the Executive Director or Designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus.
3. E-mails, text-messages, phone conversations, instant messages and other communications to and with students if permitted must be very professional and pertaining to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment). Keeping the door wide-open when alone with a student.
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries including touching legs, or buttocks, frontal hugs, kissing, or caressing.
6. Keeping parents informed when a significant issue develops about a student such as a change in demeanor or uncharacteristic behavior.
7. Keeping after-class discussions with a student professional and brief.
8. Immediately ask for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult.
10. Informing your Supervisor about situations that have the potential to become more severe.
11. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
12. Asking another staff member to be present or within close supervisory distance, when you must be alone with a student after regular school hours or if you will be alone with any type of special needs student.
13. Asking another staff member to be present when you must be alone with a student after regular school hours.
14. Giving students praise and recognition without touching them.

15. Pats on the back, high fives (hands slapping) and handshakes are acceptable.
16. Keeping your professional conduct a high priority.
17. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

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

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

Purpose

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

Policy

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

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

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

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or

creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

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

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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

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

Grievance Procedures

Reporting

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

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

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

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

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

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

Voices acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

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

Investigation

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

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

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

Consequences

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

Uniform Complaint Procedures

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

Appeal

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

Staff Contact List

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

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

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

Tuberculosis Test

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

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

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

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

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

Fingerprinting

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

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

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

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining

whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

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

First-Aid and CPR Training

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

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

Child Abuse Reporting

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

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

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.

3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

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

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

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

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

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

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

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

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

Communicable, Contagious, or Infectious Disease Prevention Policy

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

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

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

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

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

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

Exposure Control Plan For Bloodborne Pathogens

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

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

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

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

Medical Emergency Procedures

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

1. Medical emergencies involving any student or employee must be reported to the school principal, or his/her/their designee.
2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency

- f. Do not hang up until advised to do so by dispatcher
- 3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
- 4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
- 5. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
- 6. Do not move the victim unless there is danger of further injury.
- 7. Do not give the victim anything to eat or drink.
- 8. Draft a written incident report and submit it to the School principal, or his/her designee, before the end of the next workday. See Appendix C for Employee/Student Minor Incident/Accident Report.

Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.

If a child complains of **illness**, question him/her/them to determine severity.

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

If a child has **convulsions**:

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

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

Insect Bites:

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

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

Playground Accidents:

- a. Render first aid on the playground if necessary
- b. If the child is mobile, take them to office

- c. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:

RESCUE BREATHING	• Tap shoulder and shout, "Are you ok?" • Call 911 if no response • Open airway: tilt head back slightly, lift chin • Check for breathing: check quickly for no more than 10 seconds • If no breathing, give 2 rescue breaths - o Tilt head back and lift the chin up - o Pinch the nose shut, then make a complete seal of child's mouth - o Blow in for about 1 second to make the chest clearly rise - o Give rescue breaths one after the other Rescue breathing count: Adult: 1 breath every 5 seconds Child: 1 breath every 3 seconds Infant: 1 breath every 3 seconds
Nose Bleed	• Put on disposable gloves • Sit, leaning slightly forward • Pinch the nose shut for about 10 minutes • Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose • If the bleeding does not stop: - o Apply pressure on the upper lip just beneath the nose - o Call or have someone else call 911
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: - o Covering the wound with a dressing and firmly pressing against the wound with a gloved hand until the

	bleeding stops - o Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place - o 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: - o Place a fist with the thumb side against the middle of the person's abdomen, just above the navel. - o Cover your fist with your other hand. - o Give 5 quick, upward abdominal thrusts. ● Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the: - o Object is forced out - o Person can cough forcefully or breathe - o 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 Authorization to Administer Medication form.

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

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

Symptoms and signs of anaphylaxis

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

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

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

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

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

For students WITHOUT Severe Allergy Medical Management Plan

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

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

- A trained staff member or volunteer shall administer the Epinephrine Auto-Injector (EpiPen)
- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness –

if oxygen is available give at a high flow rate.

- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

Severe Allergy Medical Management Plan

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

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 55 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 55 lbs, use **Yellow label** EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911.*
5. EpiPen Administration Procedure:

Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.

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

paramedics.

- g. Call 911, if not previously called.**
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

Quick Reference:

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

Automated External Defibrillator (AED)

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

Before Using the AED

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

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

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

Resuscitation Orders

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

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

Emergency Response Plan

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

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;

2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.
5. To coordinate and collaborate with St. John Church staff and the preschool located on the shared campus, to ensure all community members on the shared campus are informed and aware of all emergency action plans.

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

Initial Response to Emergencies

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

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- 1) identify the type of emergency;
- 2) identify the level of emergency; and
- 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

Identify Type of Emergency

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

Fire on School Grounds

Earthquake

Bomb Threat

Intruder, Hostage Taking, Lockdown

Severe Weather

Extended Power Loss

Poisoning, Chemical Spills, Hazardous Materials
Biological or Chemical Attack
Radiation Threat
Armed Assault on Campus
Drive-by Shooting
Air Pollution / Smog
Fallen Aircraft
Explosion
Unlawful Demonstration/Walkout
Emergency phone numbers can be found at [Appendix I](#).

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

Identify Level of Emergency

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

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

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

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

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal or designee to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation

shall be limited to the area immediately in danger from the fire.

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

Determine Immediate Response Actions

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

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

Immediate Response Actions

Duck and Cover

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

Description of Action

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

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS."

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place

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

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

Description of Action

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

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

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices cafeteria,). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Business Manager or designee

will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown (or “Code Red”)

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

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

Description of Action

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

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

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

Evacuate Building

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

Description of Action

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

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

2. The principal or designee will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

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

Description of Action

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

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

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 or Designee

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

Teachers

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

Custodian

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

All Clear

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

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Training and Exercise

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

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

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

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

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

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

1. Handling emergency equipment.
2. Emergency planning, including maintaining the safety plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist VMH schools during emergencies in training opportunities.

4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing a review after drills, exercises and actual emergencies.

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

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

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

Mitigation/Prevention

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

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

Preparedness

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

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

6. Revise plan as necessary.

Please refer to [Appendix K](#) for the School Crisis Response Box Checklist.

Response

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

Recovery

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

Emergencies Occurring During Summer or Other School Breaks

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

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

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

Evacuation Routes

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

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

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

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

Primary On-Site Evacuation/Assembly Location

Organization	Voices Morgan Hill at Peak Ave
Assembly Location	Rear Parking Lot

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

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

Secondary Off-Site Evacuation/Assembly Location

Organization	Voices Morgan Hill at Peak Ave
Assembly Location	Front of building

Special Information For Parents

Telephones/Communications

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

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

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

Dismissal

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

Student Release Procedure

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

If You Can't Get to the School

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

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

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

Responding to Emergencies

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

Fire

When the fire is discovered:

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

Evacuation Process for Teachers:

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

The School needs to:

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

- a. School name, address, and phone number:

Voices Morgan Hill at Peak Ave
17740 Peak Ave,
Morgan Hill, CA 95037

- b. Exact location of the fire within the building

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

Fight the fire ONLY if:

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

Upon being notified about the fire:

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

Business Manager and school support staff must:

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

School support staff must:

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

*****The principal or designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Scenario 1: Fire In Surrounding Area

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

Procedure

- The principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal or designee will notify “911” and will provide the location and nature of the emergency.
- The principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal or designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
- As appropriate, the principal or designee will activate the ParentSquare Communication System.
- The principal or designee will notify Team Z of the emergency situation.
- The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

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

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal or designee.
2. The principal or designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The Business Manager or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator or designee will direct the fire department to the fire and brief fire department officials on the situation.
8. The Business Manager or designee will notify the appropriate utility company of damages.
9. The principal or designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Morgan Hill Fire Department or appropriate agency provides clearance and the principal or designee issues authorization to do so.
11. For fires during non-school hours, the principal or designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Earthquake Procedure

What to Expect During an Earthquake

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

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into

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 DROP AND COVER command.

DUCK, or **DROP** down on the floor.

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

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

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

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

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

Staff Responsibilities

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

Principal or designee	Initiates fire/evacuation drill. Evacuates students. Evaluates overall

	campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follow fire / evacuation written procedures at appropriate times. Calls 911.
Custodian	Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal or designee when the preceding actions are complete.
Teachers	Initiate drop and cover procedures. Follow fire/evacuation drill procedures at appropriate times.
Students	Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
Other Personnel	Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students

Re-entry into Classrooms

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

Procedures of Injured Parties

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

Release of Staff

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

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

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

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

Bomb Threat

General Information

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

Person Receiving the Threat

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

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

Staff Responsibilities

Principal or designee

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department.
- Uses the the two-way radio system to announce,

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

Teachers

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

- If evacuation is ordered, **take students** to the designated evacuation area along with an emergency **backpack**.
- Leave the room unlocked and turn off lights as you leave.

Custodian

- Check all restrooms and perimeters around buildings.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **principal** or **designee** will split the duties of the custodian with another assigned staff.

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

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

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

The school principal or designee, should follow these guidelines:

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

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

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

- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from the family.

Lockdown Procedure

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

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

The school principal or designee, should follow these guidelines:

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

Classroom Teacher should:

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

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

Armed Assault on Campus

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

Procedure

1. Upon first indication of an armed assault, personnel should immediately call "911" and then notify the principal or designee.
2. The principal or designee will initiate the appropriate Immediate Response Action(s), which

may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

3. The principal or designee will call "911" and provide the exact location and nature of the incident. The principal or designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The principal or designee will control all points of entry to the school.
9. The principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal or designee will ensure the notification of parents and family members.
10. All media inquiries will be referred to the Chief Executive Officer (CEO) or designee.
11. The principal or designee will debrief staff and school police officers.

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

Drive-by Shooting

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

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

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

Immediately after the vehicle is gone:

- 1.
2. Principal or Designee will order Secure Building
3. Principal or designee will call 911
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.

6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert Team Z of the incident.
11. If the media arrives, they should be directed to the CEO.

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

Severe Weather

Flood

If Indoors:

- ☐ Be ready to evacuate as directed by the principal or designated official
- ☐ Follow the recommended primary or secondary evacuation routes

If Outdoors:

- ☐ Climb to high ground and stay there
- ☐ Avoid walking or driving through flood water
- ☐ If car/bus/van stalls, abandon it immediately and climb to a higher ground

Extended Power Loss

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

- ☐ Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment
- ☐ Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
 - Fire sprinkler system
 - Standpipes
 - Potable water lines

- Toilets

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

Upon Restoration of Heat & Power:

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

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

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

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

When a large chemical spill has occurred:

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

When a small chemical spill has occurred:

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

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

Hazardous Substances

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

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

Always call for assistance and:

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

Move people/personnel away or evacuate from contaminated area

Biological / Chemical Attack

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

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

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

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated

routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The principal or designee will call “911” and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal or designee will notify Team Z of the situation.
4. The principal or designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.
7. The principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The principal or designee will provide the list to the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal or designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal or designee will call “911” and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of the emergency.
4. The principal or designee will notify Team Z of the situation.

5. The principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.
7. The principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The principal or designee will provide the list to the principal or designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal or designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., cafeteria). Teachers should communicate their locations to the principal or designee, using the two-way radio system or other means without leaving the building.
4. The principal or designee will call “911”, and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.
5. The principal or designee will notify Team Z of the situation.
6. The principal or designee will turn on a radio to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal or designee.

Pandemic Influenza

During an influenza pandemic, social distancing measures to limit the spread of the disease will include

limited public gathering, canceling public events and closing public gathering places including schools, in coordination with local and state officials.

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

Level III Prevention: Schools are open

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

Level II Preparedness: Schools prepare for closure

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

Level I Response: Schools close

- Warning Phase:
 - Social Distancing
 - Minimum Days
 - No Extra-Curricular Activities
- Schools Close
 - Implement Continuity Plans

Level III Recovery & Prevention: Schools reopen

- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not

been damaged.

- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
 - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
 - WASH SKIN as thoroughly as possible with lukewarm water.
 - LISTEN TO RADIO for other instructions.

Air Pollution / Smog

Individuals Whom it May Affect

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

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/Team Z, that it is unhealthy for students to be

outside, you will be notified, via ParentSquare communication system, that recesses are canceled.

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

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

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

Stage 3: Declared Emergency

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

Fallen Aircraft

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

Procedure

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the “*Immediate Response Actions*” section.
2. If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing

students.

4. The principal or designee will call “911” and the Police and will provide the exact location (e.g., building or area) and nature of the emergency.
5. The principal or designee will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

“Poisoning, Chemical Spills, Hazardous Materials Safety Procedures”. If the crash results in a utility interruption, refer to the section on Loss of Power.
6. The principal or designee will organize fire suppression activities until the Morgan Hill Fire Department arrives.
7. The principal or designee will check injuries to provide appropriate first aid.
8. The principal or designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County HazMat Compliance Division or appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

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

Explosion

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

Procedure

Scenario 1: Explosion on School Property

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

take appropriate action.

3. After the explosion, the principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the principal or designee of missing students.
6. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
7. The principal or designee will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. The principal or designee will notify Team Z of the situation. The principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the principal or designee will initiate search and rescue activities.
13. The principal or designee will contact the Morgan Hill Fire Department to ensure buildings are safe for reoccupancy.
14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.
15. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The principal or designee will initiate appropriate Immediate Response Actions, which may

include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If the principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal or designee will initiate rescue operations.
7. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal or designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. The principal or designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal or designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal or designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The principal or designee will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal or designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

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

Unlawful Demonstration / Walkout

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

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.
2. The principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.

3. The principal or designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The principal or designee will immediately proceed to the main entrance to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her/their name, and record address, telephone number and time entered or departed.
5. If students leave the campus, the principal or designee, in consultation with the Team Z, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal or designee should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the CEO.
9. The principal or designee should proceed in good judgment on the basis of police, in taking action to control and resolve the situation.
10. The principal or designee will notify parents of the incident, as appropriate.

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STAY CALM.**

Emergency Drills

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

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the

following procedures should be followed:

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

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

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

2) Evacuation

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

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

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

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

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

principal or designee.

3) All Clear:

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

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

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

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

Fire Drill Procedure

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

1) Evacuation:

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

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

Evacuation areas will be established away from fire lanes.

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

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with

minimal congestion at exit gates.

3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

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

Shelter-in-Place

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

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

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

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown,

students are to remain in the classrooms or designated locations at all times.

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

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

Description of Action

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

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared areas not pertaining to Voices , cafeteria).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Staff Responsibilities during a Lockdown

Principal or designee	Announces Lockdown procedure on the two-way radio communication system. Ensures doors are locked in all buildings. Calls 911. Locks the office door and keeps phone line open.
Custodian	Locks all restrooms located on 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 two-way radio 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 their seats and remain quiet. Stay away from windows.

No one leaves the classroom!

The end of the Lockdown will be announced over the two-way radio communication system. **DO NOT use cell phones to contact the office or outside community. Teachers and staff should not initiate contact with parents.**

Interactions with the Media

The Chief Executive Officer shall be the first point of contact for all media inquiries. If a staff member, other than the CEO, receives a request from the media, the staff member shall refer the media to the CEO.

Any staff members wishing to initiate a story with the media shall consult with the CEO prior to contacting the media.

Appendices

A. Monthly School Site Safety Checklist

On a monthly basis, the Business Manager or Team Z operations team will complete the following Monthly School Site Safety Checklist. **This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (& State/Federal) School Site Safety policies & procedures.** The principal, Business Manager and Dean of Culture have critical roles to play in ensuring compliance with the Voices School Site Safety procedures and policies.



Safety Administrative Review	
School Name:	Date:
Follow-up Review (Noted in RED)	Date:

Exterior Areas:

- ☐ Are exterior premises equipped with appropriate signage that provides warnings, facility use restrictions, and other relevant information?
- ☐ Are parking areas paved, striped, and signed as appropriate, and free of vehicles parked in unauthorized locations?
- ☐ Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?
- ☐ Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?
- ☐ Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?
- ☐ Is fencing provided, and are fences and gates of an appropriate type and condition?

Findings:	
Correction	

Building Conditions:

- ☐ Do interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?
- ☐ Does building structures and finish materials appear to be in good condition and free of visible deterioration?

- ☐ Is the building free of substandard or improvised construction?
- ☐ Do doors, windows, and glass appear to be of an appropriate type and condition?
- ☐ Was the building free of apparent leaks or other obvious water intrusion?
- ☐ Do walls and ceilings appear to be of an appropriate type and condition?
- ☐ Are floors and floor coverings of an appropriate type and condition?
- ☐ Are stairs and ramps in good condition and equipped with handrails where required?
- ☐ Are movable walls and partitions in good condition, properly inspected, and maintained?
- ☐ Is there a written plan detailing what to do in the event of a leak and liquid damage?

Findings:	1.
Correction	
Action taken	

Doors, Exits, and Means of Egress:

- ☐ Are exits and exit paths unobstructed and regularly inspected, and are doors free of inappropriate locks?
- ☐ Are "EXIT" and "NOT AN EXIT" signs installed?
- ☐ Is emergency lighting provided as required, and is it properly maintained?
- ☐ Is the site's emergency evacuation map posted near all classroom and/or office doors?
- ☐ Are doors and curtains inspected, functional, and properly maintained

Findings:	
Correction	
Action Taken	

Assembly Areas:

- ☐ Is the occupancy limit conspicuously posted and strictly observed in each assembly area?
- ☐ Are seating systems in good condition and equipped with guardrails where required?
- ☐ Are stages free of idle storage or inappropriate use, and is the edge of the stage readily visible to prevent fall incidents?

Findings:	
Correction	
Action Taken	

Emergency Action Equipment & Systems:

- ☐ Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?
- ☐ Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?
- ☐ Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?
- ☐ Are employees familiar with the location and operation of alarm and fire protection systems, and are employees familiar with their duties and responsibilities in an emergency?
- ☐ Is emergency communication and broadcast equipment available, such as public announcement systems and radios?
- ☐ Is someone immediately available at all times (24 hours, 7 days) with authorization to call and bring in professional cleanup and restoration companies?
- ☐ Is the supply of spill response and pipe repair materials complete, readily accessible and checked at least quarterly?
- ☐ Are pipe diagrams or prints up-to-date and showing the location of valves for all liquid-carrying systems? Isometric drawings are very beneficial.
- ☐ Are valves placarded or tagged for easy identification?
- ☐ Are shutoff valves "exercised" (closed, reopened and lubricated as needed) at least annually to verify they can be quickly closed during an emergency?

Findings:	
Correction	

Mechanical and Utility Systems:

- ☐ Are electrical panels and utility shut off switches and valves unobstructed, properly labeled or identified, and protected from tampering; and do visible system components appear to be in good condition?
- ☐ Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?
- ☐ Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?
- ☐ Chemicals and Chemical Storage
- ☐ Are hazardous chemicals properly stored?
- ☐ Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?
- ☐ Are all chemicals reviewed prior to use, and do employees refrain from bringing in household chemicals?
- ☐ Are employees familiar with the location and use of Safety Code Sheets?

Findings:	
Correction	

Housekeeping and Storage Practices:

- ☐ Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?
- ☐ Are mechanical and electrical utility rooms free of inappropriate storage?
- ☐ Are shelving units anchored to the wall or floor to prevent falling?
- ☐ Are heavier items stored within the optimum lifting zone to prevent topheavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?
- ☐ Are landings and stairs free of storage?
- ☐ Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?
- ☐ Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?
- ☐ Does the staff have immediate access to a spill response cart/supplies and emergency pipe repair supplies?
- ☐ Are housekeeping personnel instructed to immediately notify maintenance when any types of dripping, leakage or clogged drains are found

Findings:	
Correction:	
Action Taken	

Disabled Access:

- ☐ Are an appropriate number of parking spaces designated for disabled persons, and are they properly designed, constructed, and signed?
- ☐ Are accessible routes to the building provided, and are at least half of the entrances accessible to disabled persons?
- ☐ Is signage provided at entrances, facilities, or other non-accessible services to direct disabled persons to entrances, facilities, or services that are accessible?
- ☐ Are doorways designed to facilitate the passage of wheelchairs?
- ☐ Are access ramps properly designed, constructed, and equipped with guardrails and non-slip surfacing?
- ☐ Are an appropriate number of restrooms designed to accommodate persons with disabilities?
- ☐ Are stages and other multi-leveled areas accessible to persons in wheelchairs?
- ☐ Are other fixtures and services accessible to persons with disabilities?

Findings:	
Correction	

General Conditions – Other:

- ☐ Is the site free of graffiti or other signs of vandalism?
- ☐ Are other general conditions free of apparent hazards or concerns?

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

A. Maintenance and Repair Log



Maintenance and Repair Log

[illegible]

A. Unsafe or Hazardous Conditions Log**Unsafe or Hazardous Conditions Log**

Date/Time	Unsafe or Hazardous Condition	Description of Action Required	Location of Unsafe or Hazardous Condition	Explain what was done	Referred to (Name of company/person, if any)	Verified by:

B. Classroom Safety Checklist**School Year Kick Off Room Checklist****Voices College-Bound Language Academies**

Teacher Name:

Room number:

Item	Check	Comment	Re-Check
Red/black backpack near front door (contains green, red card and roster)			Y N Partial
Code Red, Blue and 9 Instructions and Evacuation Map posted near front door	Y N Partial		Y N Partial
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		Y N Partial
Room clean and organized	Y N Partial		Y N Partial
"Joy Factor" apparent in room environment ☐ Use of positive affirmations and strength-based communication	Y N Partial		Y N Partial
Snack Container	Y N Partial		Y N Partial
Data walls up ☐ Reading Levels English	Y N Partial		Y N Partial

☐ Reading Levels Spanish ☐ Sight Words and/or Fluency ☐ Math or ELA Assessments			
University Wall	Y N Partial		Y N Partial
Daily Schedule and objectives posted ☐ Content Objectives ☐ Language Objectives	Y N Partial		Y N Partial
Character Education Wall ☐ Value and character traits signage ☐ Uniform Checklist	Y N Partial		Y N Partial
Word Wall or Vocabulary Wall	Y N Partial		Y N Partial
Content Areas ☐ Math ☐ ELA ☐ Class Library ☐ Other _____	Y N Partial		Y N Partial
Guided Reading Table (prompting guides, pencils, book storage, white boards, markers, post-its....)	Y N Partial		
Associate Teacher workstation	Y N Partial		Y N Partial

WALK THROUGHS

1) Date _____

Principal Signature _____

2) Date _____

Principal Signature _____

3) Date _____

Principal Signature _____

C. Student Accident Report

Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.i. If you believe there will be medical bills associated with the injury). Student head and eye injuries should always be reported.

**Student Accident Reports should be reported 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 details: _____
2. Date of accident/incident: _____
3. Incident Time (Please include AM/PM: _____
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: _____
5. Incident City, State, Zip: _____
6. Specific body part(s) injured: _____

7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain
8. If other type of injury, please indicate: _____
9. Was on-site nurse contacted?: Yes or No Date and Time if Nurse contacted: _____
10. Was treated refused?: Yes or No What type of medical treatment was given? _____
11. Did paramedics transport the student? Yes or No Paramedic transport date/time: _____
12. Was the parent/guardian contacted? Yes or No Contacted _____ date/time: _____

Parent/Guardian Information

1. Parent/Guardian Name: _____
2. Parent/Guardian Address/City/State/Zip: _____
3. Parent/Guardian Phone: _____
4. Parent/Guardian Email: _____
5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No
If no, why not? _____

Witness Information

1. Witness Name: _____
2. Witness Address/City/State/Zip: _____
3. Witness Phone: _____
4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer
5. Name of person to whom the accident or incident was reported: _____
6. Date the accident was reported to this person: _____
7. If the accident was not reported immediately, why not? _____

Prevention Information

1. If athletic or playground injury, what type of surface was the student on when the injury occurred?

2. What steps have been taken or recommended to prevent a recurrence? _____
3. Any additional information or notes: _____

Employee Incident Report**School Information:**

Charter School: _____ Location/Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Employee Information:

Name of injured employee: _____ Sex: _____ M/F Occupation: _____

Date of hire: _____ Date of birth: _____ SSN: _____

Marital Status: _____ Dependents? Yes/No If yes, how many? _____ Ages? _____

Employee address: _____

Gross wages/salary: \$ _____ per _____ (hour/week/month/year) Pay schedule: _____ 12mth _____ 11mth _____ 10mth

Employment Status: _____ Full Time _____ PartTime _____ Temporary/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 ☐Act 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

Referral Date:	Time Event Occurred:	
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 ☐ Self cutting ☐ Pinching ☐ Accessed concerning content online ☐ Burning	☐ Suicidal Ideation ☐ Direct Threat (ex. "I am going to kill/hurt myself") ___ to self ___ others ☐ Indirect threat (ex. "I feel like dying") ___ to self ___ others

Observed any of the Following:

☐ Sudden Change in Behavior ☐ Previous Attempt(s)	☐ Signs of Depression ☐ Truancy/Running Away

____ Giving Away Possessions

_____ Frequent Complaints of Illness

_____ Mood Swings

____ Alcohol or Drug Use

____ Self-Injurious Behavior

____ Accessing Concerning Content

Other: _____

7. Please explain what happened:

[illegible]

8. Confirm Receipt by a Crisis Team Member:

Name and Title of Crisis Team Member:	Signature:	Time received:

For School Crisis Team Use Only:**9. Previous Referral?** _____ **Date(s):** _____**10. Student Interview:** The student told me the following: (Check all that apply.)**Self harm:**

Student said he/she/they has hurt her/his/their body on purpose ____ Yes ____ No

Student self injures by (e..g. Cut, carve, burn, scratch, really hard punch, other)

The last time the student intentionally hurt himself/herself/themself in one of the ways listed in the previous question was:

Approximately on how many total occasions has the student intentionally self injured?

The student has shared he/she/they has intentionally hurt self in these parts of their body:

What is the student's motivation for first intentionally self hurting?

Does someone (parent, friend, sibling...) know that the student is intentionally self hurting?

How likely is the student to intentionally hurt himself/herself/themself again?

Student has expressed suicidal thoughts or behavior ____ Yes ____ No

If yes, complete Suicide Ideation section.

Student said that he/she/they had been thinking about self-harm or harm to others or suicide?
____ Yes ____ No

If yes, when was the last time he/she/they thought about self-harm/suicide?

Student said that he/she/they had A PLAN BUT WILL NOT DIVULGE: ____ Yes ____ No

Student indicated that he/she/they had previously attempted suicide/self-harm on
_____ by means of:

Other Important Information:

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:

____ Self-Harm/Harm to Others/Suicide Interview

____ Other:

11. Risk Level: ____ Low ____ Medium ____ High*

***FOR HIGH Risk: CALL ONE OF FOLLOWING:**

1. Pacific Clinics Mobile Crisis Team (formerly Uplift Family Services): (408) 379-9085, Alum Rock Crisis Unit: (408) 294-0579.

2. Contra Costa County: Psychiatric Emergency Services in Contra Costa: Contra Costa Regional Medical Center -call 24-hour Access Line at **1-888-678-7277** for mental health resources or the Contra Costa Crisis Center at **1-800-833-2900** for 24-hour crisis support.
3. San Joaquin County: San Joaquin County Crisis Line: For immediate crisis support, call **209-468-3549**.
4. All Counties - Or 911 for imminent danger or if other crisis teams can't respond - request an officer trained in mental health support if available.

Person conducting interview: _____

Date: _____ Time: _____ Signature: _____

Intervention/ Action Taken:

_____ Parent/Guardian Contacted:

Date/Time: _____ Outcome: _____

_____ Parent Signed Notification: Note there is one for high-risk assessment and another for low or medium risk assessment (attach copy):

[Parent/Guardian Notification for high-risk assessment](#)

[Parent/Guardian Notification for low or medium-risk assessment](#)

_____ Resources Provided to Parent/Guardian:

INCLUDING: _____ Date/ Time: _____

_____ Outside Referral Made:

To: _____ Date/ Time: _____

_____ Uplift Crisis Team Unit Called:

Time: _____ Outcome: _____

Child Abuse Report Made (endangerment):

FIRST NAME OF INTAKE WORKER and ID: _____

_____ Referred to Police:

NAME OF OFFICER _____

_____ Hospitalization

_____ School Based Counseling:

Date Referred:_____ Parent signed permission slip(Date):_____

_____ Program Modification

INCLUDING: _____

_____ Student Safety plan created (attach copy):_____

_____ Other (Please explain):_____

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange

Confidential Crisis Team File —

DO NOT Place in CUM FILE

E. Informal and Formal Community Complaint Resolution Procedures (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

It is the intent of Voices College-Bound Language Academies (“School”) to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

Informal: Conflict Resolution

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level.

In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Guidelines will be given to parents yearly in writing and students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk

4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

Formal Complaint and Resolution Procedures:

Most complaints can be resolved through the Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School will use the following procedure:

1. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
 - a. The full name of each person involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
2. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.
3. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors (or committee).
4. The Board (or committee) may seek additional investigation by the Principal as it deems necessary.
5. The Board of Directors (or committee) shall make recommendations and address the recommendations at the next Regular Board meeting.
6. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

I. Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

II. Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Voices College-Bound Language Academies ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The Director of Human Resources or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Human Resources or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusions of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education	☐ After School Education and Safety	☐ Agricultural Vocational Education
☐ American Indian Education	☐ Consolidated Categorical Aid	☐ Career/Technical Education
☐ Child Development Programs	☐ Child Nutrition	☐ Foster/Homeless Youth
☐ Migrant Education	☐ No Child Left Behind Programs	☐ Regional Occupational Programs
☐ Special Education	☐ State Preschool	☐ Tobacco-Use Prevention Education
☐ Pupil Fees	☐ Local Control Funding Formula	☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age	Gender / Gender Expression / Gender Identity	Sex (Actual or Perceived)
Ancestry	Genetic Information	Sexual Orientation (Actual or Perceived)
Color	National Origin	Based on association with a person or group with one or more of these actual or perceived characteristics
Disability (Mental or Physical)	Race or Ethnicity	
Ethnic Group Identification	Religion	

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

[illegible]

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

[illegible]

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Voices College-Bound Language Academies
Executive Director
6840 Via Del Oro, Suite 160
San Jose, CA 95119

F. Voices Morgan Hill Staff Contact List: School Leadership Team

Title	Name	Email Address
Principal	Vicky Lopez	vlopez@voicescharterschool.com
Business Manager	Michelle Arriaga	marriaga@voicecharterschool.com
Dean of Culture	Maria de Solorzano	msolorzano@voicescharterschool.com
Student Services Manager	Gabriela Aguilar	gaguilar@voicescharterschool.com
Instructional Coach	Luz Gutierrez	lgutierrez@voicescharterschool.com

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

Fire	911	408-779-6611
Ambulance	911	911
Police	911	408-779-2101
Gas	911	800-743-5000
Electric	911	800-743-5000
Water	911	408-776-7333
Gang Hotline	911	408-293-GANG
Santa clara County Emergency Services	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK
Community Mobile Crisis Response Team	911	9-8-8
Poison Control Center Link	911	(800) 222-1222
County Dept. Of Environment Health	911	408-918-3400
CA Emergency Mgmt. Agency State Warning Center	911	1-800-852-7550
Pacific Clinics (formerly Uplift) Mobile Crisis Team	911	408-379-9085
Alum Rock Counseling & Mobile Crisis Unit	911	408-294-0579

Voices Morgan Hill Business Manager: Michelle Arriaga 408-491-1700 ext. 1049
 St. John Church Building Manager: Karen Cuffie revkaren.sjd@gmail.com

MHPD School Resource Officer Greg Dini 669-253-4965
 MHPD Tobacco Liaison Officer Scott Martin 669-253-4981

Morgan Hill Fire department community liaison: Fire Marshal Carlos Alcantar 408-310-4654

J. Homeland Security Advisory Recommendations

SEVERE (Red)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ Follow local and/or federal government instructions (listen to radio/TV). ☒ Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090). ☒ Close school if recommended to do so by appropriate authorities.
	☒ Activate emergency operations plan. ☒ Restrict school access to essential personnel. ☒ Cancel outside activities and field trips. ☒ Provide mental health services to anxious students and staff ☒ 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.
HIGH (Orange)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ 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)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ 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)	☒ <i>Complete all recommended actions at lower level.</i> ☒ 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.

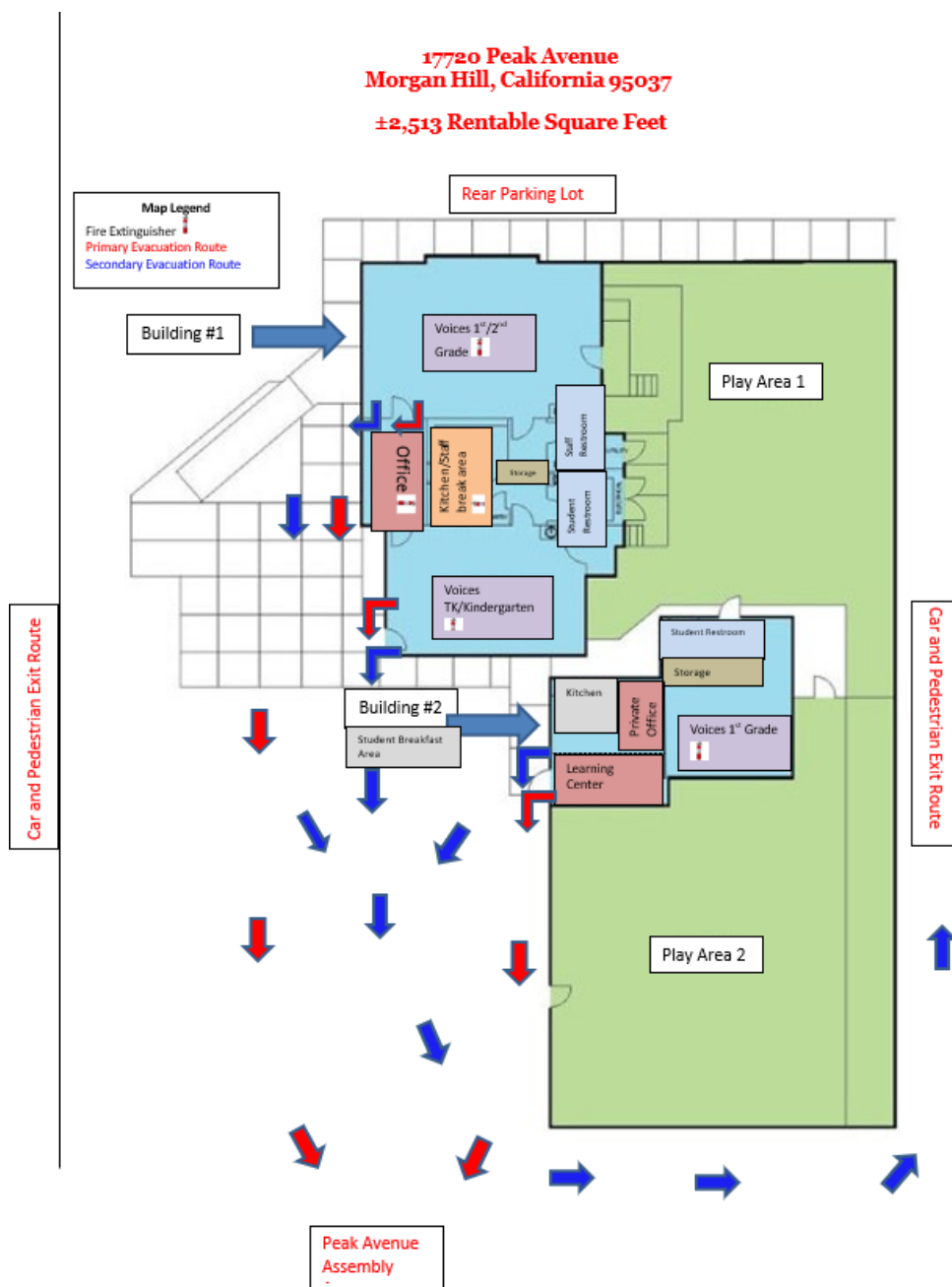
Last updated:

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)

L. Voices Morgan Hill at Peak Ave Evacuation Map



M. Telephone Bomb Threat Reporting Procedure

Instructions:

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time: _____ Date: _____

Document the following:

Caller's Identity:

Male/Female Adult Juvenile Approximate Age: _____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other: _____

Acent:

English Spanish Other: _____

Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language:

Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off: _____
- Where is it located: _____
- What kind of bomb is it: _____
- What kind of package is it in: _____
- What is your name and _____ address:

Call the Police / Notify your supervisor immediately

N. Safety Drill Schedule**Fire Drill**

<u>PEAK</u>
October 5, 2022
January 11, 2023
April 5, 2023

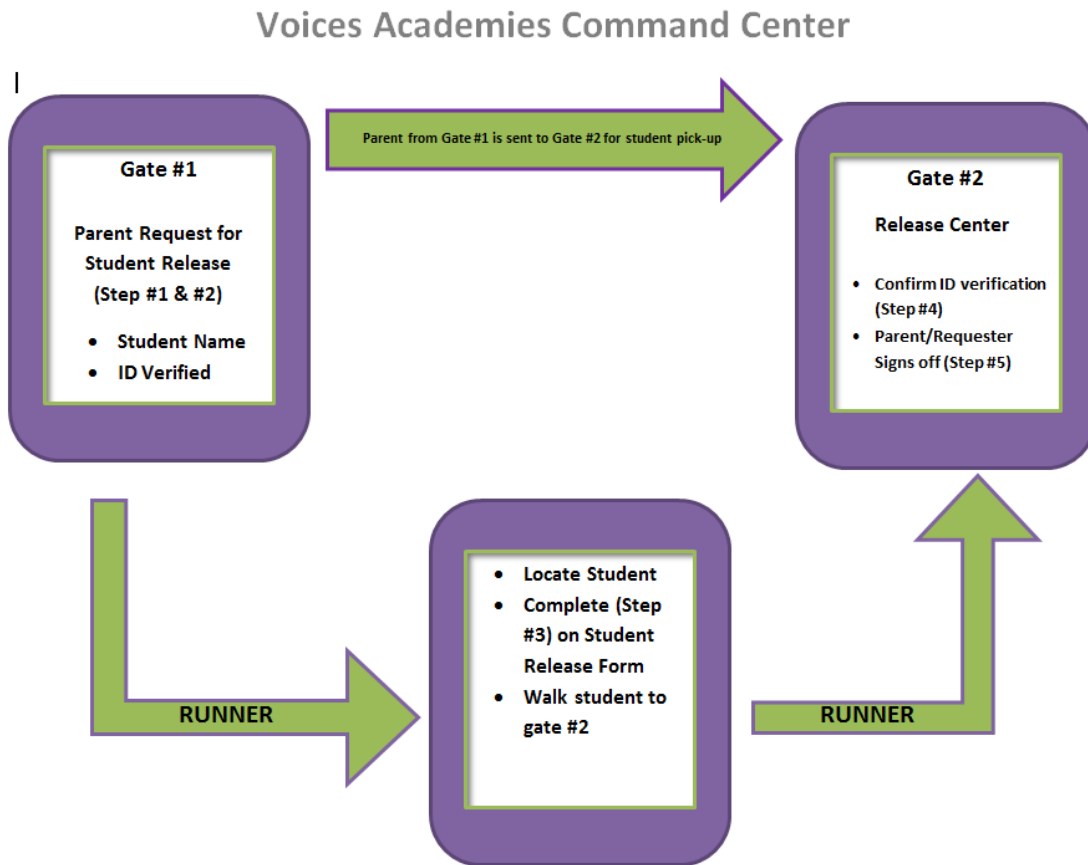
Earthquake Drill

<u>PEAK</u>
November 10, 2022
February 1, 2023
May 3, 2023

Code Red Drill

<u>PEAK</u>
November 30, 2022
March 8, 2023
May 25, 2023

O. Command Center Chart



P. Student Release/Runner Form

Student Release/Runner Form To be Taken by Runner		
Completed by Parent/Guardian at Release Gate #1	Student Last Name _____ First Name _____ Grade _____ Teacher (if known) _____ Name of Person Picking up Student: _____ Relationship to Student: _____	1
Completed by Request Gate #1	Name on Release Form? (circle one) Yes No <u>List number or other ID type below</u> Photo ID/Driver's License Checked ☐ Other Photo ID Verified ☐ Verified by (Staff only): _____	2
*Parent to go to Release Gate #2 and wait for student		
Completed by Holding Area Staff	Student Status: _____ Sent with Runner _____ Absent _____ First Aid Station _____ Missing Other Notes: _____	3
*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		
Completed by Release Gate #2	Name of Person Picking Up is same as Box #1 ☐ Photo ID/Driver's License Checked ☐ Checked by (staff only): _____	4
*Parent – Requester completes the following once student has been located and taken to release gate #2:		
Completed by Parent/Requester at Release Gate #2	Requester Signature _____ Destination/Phone: _____ Address: _____ Time of Release: _____ Date: _____	5

Coversheet

Approve Voices Morgan Hill at MHCCC 22-23 Safety Plan

Section: IV. Consent Items
Item: F. Approve Voices Morgan Hill at MHCCC 22-23 Safety Plan
Purpose: Vote
Submitted by:
Related Material:
UPDATED Draft Voices Morgan Hill at MHCCC Safety Plan 2022-2023.pdf



Voices Morgan Hill at MHCCC

Safety Plan

2022-2023

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Introduction

Statement of Purpose

Voices College-Bound Language Academy at Morgan Hill (Voices or VMH) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Voices has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters. The comprehensive school safety plan may be evaluated and amended, as needed, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. VMH will continuously collaborate and communicate with MHCCC Operations Team to ensure all community members on the shared campus are informed and aware of all emergency action plans.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Voices is expected to be familiar with this plan in order to carry out his/her/their responsibilities in an emergency. California law declares that all public employees are "civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law."

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster.

Voices Academies Safe School Vision

1. Voices will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.
2. Voices will develop a plan to work cooperatively and collaboratively with parents/guardians, students, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
3. Voices will create a learning and working environment where parents/guardians can be confident that their students are safe and secure.
4. Voices will identify clear procedures for emergencies.
5. Voices is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents/guardians, etc.).

Physical Environment

The School's Location and Physical Environment

VMH at MHCCC is located in South Santa Clara County at Morgan Hill Community & Culture Center. The immediate area around the schools includes restaurants, shops, and business.

Description of School Grounds

Voices is temporarily located at three separate sites in Morgan Hill. The first site is a lease for shared space at Morgan Hill Community & Culture Center and is located at 17000 Monterey Rd., CA 95037. It is a one story building and Voices at MHCCC shares space with the community center as well as a preschool.

There is a set of two locked restrooms for use by VMH at MHCCC students exclusively. The students restrooms are located at the rear end of the center. The restrooms will remain locked while students are in class. Students will be supervised at all times while they walk to/from the restroom. A school assistant will be assigned to this responsibility. During student recess breaks, a school assistant will unlock the student restroom and will be assigned to stand outside the restroom area to supervise the students while they use the restroom. The restrooms will be locked after recess is over. This procedure will take place on a daily basis. The restrooms accessible to anyone who uses the center will be utilized by VMH at MHCCC staff.

At Voices Morgan Hill at MHCCC there are a total of 3 separate non-teaching areas: shared office (labeled on evacuation map "Machado"), staff break area (labeled on map), kitchen (labeled on map) and the shared Learning Center space (labeled on evacuation map "Machado"). There are two (2) areas designated as the Learning Center space (see evacuation map for details).

There is a set of two locked restrooms for use by VMH at MHCCC students exclusively. The students restrooms are located at the rear end of the center. The restrooms will remain locked while students are in class. Students will be supervised at all times while they walk to/from the restroom. A school assistant will be assigned to this responsibility. The restrooms accessible to anyone who uses the center will be utilized by VMH at MHCCC staff.

VMH at MHCCC has an open field play area located in front of the amphitheater. The play area is sectioned off with cones to ensure all students are visible during recess/snack breaks.

Maintenance of School Buildings/Classrooms

Voices at MHCCC's physical facility is well maintained and generally looks neat and clean. School personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. See [Appendix A](#) for a Monthly School Site Safety Checklist. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration/school leadership team and individual classroom teachers. See [Appendix B](#) for a Classroom Safety Checklist. Teachers and administrators can report facility maintenance issues to the Business Manager or the principal who are

responsible for resolving all general as well as urgent maintenance issues. The staff and students take pride in the appearance of the school.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

School Supports

Voices employs school assistants during recess and lunch as well as a Dean of Culture or Parent Liaison whose jobs are designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The Business Manager in collaboration with the network operations team, has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that students are often the first to know of dangerous plans or actions, the school site leadership team at each of the Voices campuses are available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, students are encouraged not to keep secrets. Effective relationships between the school leadership team and their students help initiate appropriate investigations, help staff learn of suspects in school offenses and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

Voices recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes sometimes occur because of parental custody disputes. The staff at Voices will maintain the student's record custody documentation provided by families and will request assistance from local law enforcement, as needed.

Registration of Visitors/Guests Policy

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

Conditions for Campus/Classroom Visitation

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit

a classroom during school hours must first obtain the written approval of the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises. Visitors must wear visitor lanyard and/or visitor stickers at all times while visiting school site.
3. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor's presence or conduct would:
 - a. Disrupt Voices' operations, its students, its teachers, or its other employees;
 - b. Result in damage to Voices property (or the property of Voices staff and/or students); or
 - c. Result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis, in the judgment of the Principal or designee, for concluding that the visitor's presence on school grounds would: disrupt or is disrupting Voices' operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.
7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.

COVID Specific protocols: All visitors must check in with office staff and will be required to submit the following:

- Proof of COVID-19 vaccination or proof of negative COVID-19 test. Antigen COVID-19 test will be accepted.
- Wellness Survey (Will be provided by office staff)

Building Security

All Voices staff are required during the duration of school hours to wear a Voices lanyard which has their picture, name and position. Voices will work with MHCCC staff and our hired security guard to limit visitor entrance to the one set of double doors nearest to Hiram Morgan Hill Room, labeled main entrance/exit on the map. Voices Security Guard will be stationed at the main entrance to screen visitors. Please see Voices MHCCC evacuation map for details. Visitors to Voices will be required to sign in at the office, stating their reason for the visit, and receive a Voices visitor lanyard.

The Security Guard will direct visitors to MHCCC to their office and ensure they have a MHCCC visitor sticker to be distinguished from Voices visitors. Families who are picking up students will then walk to the Voices' office space to sign out their student and the Business Manager or Office Clerk will radio the

classroom to get student(s) (labeled on the map “office clerk”). Families picking up students will then exit through the locked double doors in front of Poppy Jasper and Diana Murphy rooms. COVID protocols will take place at Voices office after the visitors to Voices have been screened by the security guard. Additionally, the restroom utilized by the MHCCC public/visitors will be sectioned off with partitions to the hallway access into the Voices assigned classroom space. All classroom doors will be locked during school hours.

School Climate

School Culture

There is a high level of cohesiveness among the staff members at Voices. In fact, leadership at Voices’ schools is a shared process. Cooperation and support between teachers and the administration is evident. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The management team is committed to developing an atmosphere of high achievement, positivity and empathy.

The principal sets a positive tone for the school, guides the staff, and works closely with them on curriculum, character traits and school safety issues. The school site’s organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Efforts are made by the administration and staff to show concern for all students. Further, all students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Principal, Dean of Culture, Student Services Manager, Business Manager, school support staff, teacher, or other staff members.

Parent Involvement Policy

Parents/guardians have the opportunity and are encouraged to participate at Voices in a variety of ways. Any regular volunteer, as determined by the Principal, Dean of Culture and Business Manager, that works with children must meet the requirements as listed in the Volunteer Handbook.. Parental involvement is not a requirement or consideration for acceptance to, or continued enrollment at, the Charter School. For more information, please see the [Parent Involvement Policy](#).

Classroom Organization and Structure

Voices teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, small group, partner work and whole group configurations, journals, writing, and others.

The teachers at Voices are qualified for their role and hold the appropriate certifications. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote

positive interactions amongst pupils and staff. Instructional time is maximized and disruptions are minimized.

Gather and Analyze Data About School Climate and Community

Voices recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Data is collected, reported, and reviewed on all crimes committed on the school campus. The Dean of Culture keeps track of office referrals (character violations) and continuously evaluates these cases in order to identify ongoing issues and create a plan towards reducing these incidents. If needed, office referrals will be escalated to the school Principal

Non-Negotiable Expectations for Voices Students

Voices encourages adherence to the Four Voices Core Values and Two School-site Values.

Core Values:

1. Students in the Forefront
2. Si Se Puede Attitude
3. In LaK'Ech
4. Shared Leadership

School-site Values:

1. Scholarship
2. Activism

The academic and behavior efforts of pupils are recognized at school assemblies (Plaza Comunitaria).

Professional Development and Parent/Guardian Education

Voices provides professional development for teachers and parent/guardian workshops . Amongst the goals of such programs are to help students establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

General Safety Procedures

Introduction

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Voices promotes educationally and psychologically healthy environments for all students. Voices recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff,

parents and the community. Voices further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Voices efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Prevention and Intervention: Aggressive Student Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional challenges. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings and expressing anger in appropriate ways and resolving conflicts. Voices provides staff with Social Emotional Learning and Restorative Practices training. Staff members at Voices also receive training in conflict resolution skills via Safeschools.

Discipline Policy

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Voices uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. Voices has developed plans to promote positive behaviors in the playground, cafeteria, and assembly areas.

See the “ [Suspension and Expulsion Policy](#)” in the [Family Handbook](#).

Notice of Disciplinary History

The appropriate school districts shall provide to the administration of Voices schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except *E.C. 48900 (h)*) or (2) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. In the event of a suspension, the Notice of Suspension is copied to the student's cumulative file. Each year, the Business Manager and principal review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Voices. The staff at Voices shall work closely with the local law enforcement / Gang Unit (**Gang Hotline 408-293-GANG (4264), Youth Against Violence Hotline 1 800 680-4264 or 911**) regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Students are expected to respect their school and will be required to clean up any graffiti immediately. Any gang affiliated/racist graffiti will be reported to the Morgan Hill Police.

Drug, Alcohol, and Tobacco Free

Voices recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Voices buildings, facilities, and vehicles. Voices supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potential. Students who use, possess, and/or sell controlled substances are subject to disciplinary action, up to and including a recommendation for expulsion. For further information see the [Suspension and Expulsion Policy](#).

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade or above.**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines when a riot occurs:

1. The School principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Activate needed emergency plans, which may include:
 - a. Instructing office staff to handle communications and initiate lockdown orders.
 - b. Informing Team Z.
 - c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - f. Team Z will brief a representative to meet the media.
 - g. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School principal, or their designee. The school principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs, the school principal (or designee) shall:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the principal, or his/her designee and Team Z . See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.
7. Submit an incident report to the local law enforcement, if serious bodily injury has occurred. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. In the event of a civil disturbance, the following precautionary measures should be taken:

1. Notify local law enforcement authorities and-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school principal, or his/her designee and Team Z.
3. Do not argue with the participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for the school principal, or his/her designee. See Appendix C for Employee/Student Minor Incident/Accident Report.

School Dress Code Policy

School Philosophy

Voices recognizes the need for and importance of students to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

General Guidelines

Students will be required to wear a school uniform. See [Family Handbook](#). The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

Prohibited Conduct and Sanctions

Students who repeatedly violate the School Dress Code may be subject to discipline. Staff should refer to the [Employee Handbook](#) for the staff dress code.

Mental Health Programs

The staff of Voices shall identify students in need and bring forth the student to the school's Crisis Team. The staff of Voices shall implement the response plan for self harm/harm to others/suicide risk detailed

below in the Suicide section in cases where a student exhibits specific characteristics and/or makes a verbal or written direct or indirect threat to harm self or others.

Voices will notify parents/guardians of a pupil at least two times during the school year on how to access mental health services at school or within the community. AB 2022 (Chapter 484/2018)—Pupil Mental Health Services: School Notification.

Suicide

Suicide prevention training for instructional and crisis team staff will be provided and be designed to help staff identify and find help for students at risk of self harm/harm to others/suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. Voices and community resources and services for students and families in crisis and ways to access them.
5. Voices procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Attempted Suicide / Suicide Threat

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the office. The Principal/Dean of Culture (DoC) or crisis team designee will escort the pupil to the office to begin the Network-wide risk assessment form [Appendix D](#) . The Principal/DoC or crisis team designee shall then notify the student's parent/guardian . Depending on the risk level, the Principal/DoC or crisis team designee may also refer the student to mental health resources at Voices or in the community.

When a suicide attempt or threat is reported, the Principal/DoC or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal/DoC or crisis team designee shall follow the crisis intervention procedures contained in Crisis Intervention Protocol. After consultation with the Principal/DoC or crisis team designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Voices activities to notify a teacher, DoC, Principal, Student Services Manager, another Voices administrator, Voices counselor, or other Voices adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended.
- The principal/DoC or crisis team designee will:
 - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
 - Have parent/guardian sign the parent notification found within the Network-wide Risk Assessment form.
- If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Youth Crisis Line at (408) 379-9085** and asking for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Suicide and Crisis Hotline at (855) 278-4204** or **The Crisis and Suicide Prevention Lifeline at 9-8-8** or **1-800-273-TALK** for help. Immediately inform the principal of the incident and actions taken.

The law requires that you do only what is reasonable under the circumstances; for example, do not try to remove a gun or other weapon from the person.

Suicidal Act

The first school employee on the scene must call for help from another staff member, locate the individual, and follow school emergency medical procedures, such as calling 911.

- A staff member must notify the principal/DoC/or crisis team designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Senior Leadership Team.

- o The Crisis Team consists of any of the following trained people:
 - Chief Culture Officer
 - Principal
 - Dean of Culture
 - Student Services Manager
- o The Leadership Response Team consists of any of the following people:
 - Business Manager
 - Instructional Coach
 - School Site Technician
- o
 - The Principal/DoC or crisis team designee will contact the parent/guardian and ask them to come to the school or hospital.
 - The Principal/DoC or crisis team designee will call for assistance from the Pacific Clinics (formerly Uplift) Mobile Crisis response team at 408-379-9085
 - The Principal/DoC or crisis team designee will document in writing all actions taken and recommendations.
 - If the student is known to be currently in counseling, the principal/DoC or crisis team designee will attempt to inform their treatment provider of what occurred and the actions taken solely with the consent of the parent/guardian on a signed release of information form.
 - The principal/DoC or crisis team designee will involve the Leadership Response Team (LRT) for follow-up and support.
 - The principal/DoC or crisis team designee will request written documentation from any treating facilities prior to a student's return to school.
 - Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions taken.
 - Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for the family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has

happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student's or family's privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

[Registered Sex Offender Policy](#) (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

For the protection of students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board of Voices College-Bound Language Academies ("Voices") has developed the following policy and procedures to ensure Voices principals and their designees respond appropriately as directed by law enforcement when apprised of information that a registered sex offender resides or works within two (2) miles of a Voices school. This policy and procedures include:

1. Each Voices Principal shall serve as a liaison with law enforcement regarding these matters.
2. At the beginning of each school year, each Principal shall contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the Principal. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the local Principal.
3. At the beginning of each school year, the Principal of each Voices school shall notify parents/guardians of Voices' willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both Voices and law enforcement. This communication shall also explain:

- a. The reporting requirements pursuant to California Penal Code sections 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender.
 - b. The ability of parents/guardians to contact law enforcement for additional information and to review the information on Megan's Law Internet Website (available at <https://www.meganslaw.ca.gov/>)
4. When law enforcement notifies a Voices Principal of the residency or employment of a sex offender within two (2) miles of the Voices campus, the Principal shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Principal may disclose information about a sex offender to the following staff at the affected Voices campus:
 - a. The Voices Executive Director;
 - b. Voices campus supervisors;
 - c. Voices bus drivers;
 - d. Teachers;
 - e. Staff who may be involved in visitor/outsider registration;
 - f. Security staff;
 - g. Principals and staff at adjacent schools, as appropriate.
5. Further, when law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Voices Principal shall collaborate with local law enforcement to determine the appropriate response. This response may include:
 - a. An article in a Voices or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the Voices office. This article shall encourage parent/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
 - b. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
 - c. A mailing of a letter, at Voices expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offender(s). This notification shall encourage parents/guardians to contact local law enforcement and access the Megan's Law Internet website for additional information.
6. Each Voices Principal shall ensure all staff are aware of the following procedures:
 - a. Any staff member who receives information directly from law enforcement regarding

registered sex offenders shall immediately contact the Voices Principal or Executive Director to help ensure Voices is able to respond appropriately.

- b. If a staff member sees an identified sex offender is seen on or near school grounds or around any student, that staff member should immediately contact the Voices Principal. When the Principal receives such information, he or she will determine whether the suspected registered sex offender has received written permission regarding the dates and times for entry onto school grounds and has a lawful reason to be on campus, is a parent or guardian of a student at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds, does not have a lawful reason to be on campus, or is not a parent or guardian of a student attending the School, will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement may take any appropriate follow up action.
 - c. Staff are not permitted to notify any parents or any other members of the community of any information received pursuant to this Policy without the written permission of the Voices Principal.
7. If Voices learns or is notified that a registered sex offender is a parent/guardian of one or more students who attend the School, the Principal should attempt to schedule a meeting with the parent/guardian for the following purposes:
 - a. To establish a positive, cooperative working relationship to the extent possible;
 - b. To discuss the incident(s) leading to the registration requirement, (Voices recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Voices);
 - c. To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
 - d. To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
 - e. To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
 - f. To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.
8. This meeting shall be held on school grounds unless there is a concern for the safety or welfare of students or staff, and in that event, it may be held at a location within the Principal's discretion. If this meeting with the parent is not held, the Principal shall notify the parent/guardian in writing of the information contained in this Policy. With appropriate written permission outlining the dates and times permission to be on campus has been granted, Voices recognizes the following rights of the parent/guardian to participate in his/her child's education:
 - a. To transport his/her child to and from school;
 - b. To attend regularly scheduled parent conferences with the teacher, principal or other

school official; and

- c. To attend a regularly scheduled school program or activity in which their child is a participant.
9. Voices staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity, as defined above.
10. The parent/guardian may not extend their presence at Voices beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:
 - a. Serve as a school or class volunteer;
 - b. Act as a chaperone on a school field trip;
 - c. Be in the presence of children for any reason other than for the parent rights stated herein; and
11. Make individual contact with any student other than his/her own while at school or during a school activity. Voices and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

Confidentiality

When a parent/guardian is a registered sex offender, Voices will make an effort to preserve the confidentiality of information obtained pursuant to the law enforcement notification process to the fullest degree possible. School officials may share relevant information with employees and parents/guardians as directed by law enforcement, and will not share any information unless authorized by law enforcement. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All Voices schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. Any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

[Staff/Student Interaction Policy](#) (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, tying, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, spanking, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

The purpose of the following lists of unacceptable and acceptable behavior is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and minor) and desensitizing the minor to various forms of touching and other intimate interactions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes/comments with sexual overtones or double-entendres.

7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Being alone in a room with a student at school with the door closed.
12. Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director or Designee and the student's parent or legal guardian.
13. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
14. Sending emails, text messages or letters to students if the content is not about school activities

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed. Only such forces as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal written pre-approval from the Executive Director or Designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus.
3. E-mails, text-messages, phone conversations, instant messages and other communications to and with students if permitted must be very professional and pertaining to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment). Keeping the door wide-open when alone with a student.
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries including touching legs, or buttocks, frontal hugs, kissing, or caressing.
6. Keeping parents informed when a significant issue develops about a student such as a change in demeanor or uncharacteristic behavior.
7. Keeping after-class discussions with a student professional and brief.

8. Immediately ask for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult.
10. Informing your Supervisor about situations that have the potential to become more severe.
11. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
12. Asking another staff member to be present or within close supervisory distance, when you must be alone with a student after regular school hours or if you will be alone with any type of special needs student.
13. Asking another staff member to be present when you must be alone with a student after regular school hours.
14. Giving students praise and recognition without touching them.
15. Pats on the back, high fives (hands slapping) and handshakes are acceptable.
16. Keeping your professional conduct a high priority.
17. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed. Only such forces as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

[Title IX, Harassment, intimidation, discrimination and bullying policy](#) (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

Purpose

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning.

Policy

Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Director of Human Resources
6840 Via Del Oro #160,
San Jose, CA 95119
408-791-1609
HR@voicescharterschool.com

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

- o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes

breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying" above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to :

- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Director of Human Resources
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609
HR@voicescharterschoool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every year thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

Staff Contact List

When an emergency situation occurs, contact the principal or designee immediately so that they may determine what type of response is necessary. Please refer to [Appendix F](#) for the school's staff contact list.

[Health and Safety Requirements Policy](#) (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

The School “Voices” is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School’s general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee’s previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting “food handlers” who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School’s reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum of recommended provider’s rate. The availability of this testing may be announced by the School.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Fingerprinting

The Executive Director or Designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Charter School Board will review.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved course in Cardiopulmonary Resuscitation (CPR) and one approved in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of \$75.00 for a 6-hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Police Department,, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to <https://oag.ca.gov/childabuse/forms>.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parent/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations/Physical Exams" Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan", employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and

hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Medical Emergency Procedures

Medical Emergency Reporting Procedure: Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the school principal, or his/her/their designee.
2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
 - f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft a written incident report and submit it to the School principal, or his/her designee, before the end of the next workday. See Appendix C for Employee/Student Minor Incident/Accident Report.

Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.

If a child complains of **illness**, question him/her/them to determine severity.

- a. For minor illness, have the child rest head on desk for 10 to 15 minutes. If he/she/they still complains, send him/her/them with a note to the front office (or call office staff for escort).
- b. If a student is too ill to walk to the office, call office staff for immediate help and explain the severity of the situation.

If a child has **convulsions**:

- a. Keep calm
- b. Attempt to ease him/her/them to the floor so he/she/they will not fall and injure

him/her/themself

- c. Turn his/her/their head to one side so his/her/their tongue will not block his/her/their airway
- d. Do not attempt to insert anything in his/her/their mouth
- e. Send someone to the office or call the office for assistance

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then contact office staff.

Insect Bites:

- a. Remove stinger if possible.
- b. Apply cold, wet towel
- c. Contact office staff if systemic symptoms occur (labored breathing, swelling of the entire body, etc.)

If a **Tooth is displaced** by traumatic injury, wrap the tooth in moist gauze. Send the injured child to the office. Office staff need to call parent immediately.

Playground Accidents:

- a. Render first aid on the playground if necessary
- b. If the child is mobile, take them to office
- c. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:

RESCUE BREATHING	● Tap shoulder and shout, "Are you ok?" ● Call 911 if no response ● Open airway: tilt head back slightly, lift chin ● Check for breathing: check quickly for no more than 10 seconds ● If no breathing, give 2 rescue breaths - o Tilt head back and lift the chin up - o Pinch the nose shut, then make a complete seal of child's mouth - o Blow in for about 1 second to make the chest clearly rise - o Give rescue breaths one after the other Rescue breathing count: Adult: 1 breath every 5 seconds Child: 1 breath every 3 seconds Infant: 1 breath every 3 seconds

Nose Bleed	● Put on disposable gloves ● Sit, leaning slightly forward ● Pinch the nose shut for about 10 minutes ● Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose ● If the bleeding does not stop: ○ Apply pressure on the upper lip just beneath the nose ○ Call or have someone else call 911
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: - o Place a fist with the thumb side against the middle of the person's abdomen, just above the navel. - o Cover your fist with your other hand. - o Give 5 quick, upward abdominal thrusts. • Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the: - o Object is forced out - o Person can cough forcefully or breathe - o 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 Authorization to Administer Medication form.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

- Follow emergency response plan as outlined in a student's Severe Allergy Medical Management Plan
- If Action Plan indicates the use of an Epinephrine auto injector (EpiPen), trained staff shall administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)

- If unconscious and no pulse is evident, commence CardioPulmonary Resuscitation (CPR) and continue until ambulance arrives
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

For students WITHOUT Severe Allergy Medical Management Plan

California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015,⁵ requires school districts to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.⁶

Severe allergic reactions or anaphylaxis can occur when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- A trained staff member or volunteer shall administer the Epinephrine Auto-Injector (EpiPen)
- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

Severe Allergy Medical Management Plan

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.

3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 55 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 55 lbs, use **Yellow label** EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911.*
5. EpiPen Administration Procedure:

Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.

- a. **Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
 - b. **Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click.** (The EpiPen can be injected through the victim's clothing, if necessary.)
 - c. **Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh.** (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
 - d. **Remove the EpiPen and massage the injection area for several seconds.**
 - e. **Check the black tip:**
 - If the needle is exposed, the dose has been delivered
 - If the needle is not exposed, repeat steps b through e
 - f. **Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.**
 - g. **Call 911, if not previously called.**
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
 7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
 8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
 9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
 10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.

11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See [Appendix C](#) for Employee/Student Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

Quick Reference:

- DO NOT HESITATE to administer Epipen and to call 911 even if the parents cannot be reached.
- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival. See [Appendix H](#) for Severe Allergy Medical Management Plan Signature Page.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

Automated External Defibrillator (AED)

Steps in the Emergency Use of an Automated External Defibrillators (AED) during sudden cardiac arrest.

Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock"

button.

7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Emergency Response Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.
5. To coordinate and collaborate with MHCCC staff and the preschool located on the shared campus, to ensure all community members on the shared campus are informed and aware of all emergency action plans.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Initial Response to Emergencies

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal

authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- 1) identify the type of emergency;
- 2) identify the level of emergency; and
- 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided herein.

Fire on School Grounds

Earthquake

Bomb Threat

Intruder, Hostage Taking, Lockdown

Severe Weather

Extended Power Loss

Poisoning, Chemical Spills, Hazardous Materials

Biological or Chemical Attack

Radiation Threat

Armed Assault on Campus

Drive-by Shooting

Air Pollution / Smog

Fallen Aircraft

Explosion

Unlawful Demonstration/Walkout

Emergency phone numbers can be found at [Appendix I](#).

In identifying the type of emergency, Voices will follow the Homeland Security Advisory Recommendation (see [Appendix J](#)), as necessary.

Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying

emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal or designee to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the Voices main office is in receipt of information, such as a weather warning that may affect a school within Voices, the information shall be provided to the school principal or designee.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The principal or designee will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Duck and Cover
Shelter-In-Place
Lockdown
Evacuate Building
Off-Site Evacuation

All Clear

Immediate Response Actions

Duck and Cover

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the principal or designee.
2. If possible, the principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS."

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices cafeteria,). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Business Manager or designee will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown (or “Code Red”)

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not available operating, the principal or designee will use other means of communication, i.e., PHONES, TEXT, ETC. **DO NOT SEND messengers to deliver instructions IN CODE**

RED SITUATION. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE TO THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared space not pertaining to Voices , cafeteria,).
4. Custodian will check and lock all bathrooms.
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
6. No visitors other than appropriate law enforcement or emergency personnel, shall be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the Principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal or designee will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble

in their assigned *Assembly Area*.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE 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 or Designee

- Orders evacuation via two-way radio system..
- Takes student accounting as classes leave the school site.
- Does a final check of buildings and leaves for the evacuation site.
- Communicates with Designee as needed

Teachers

- Teachers prepare to evacuate by:
- Getting an Emergency **Backpack**.
- Turning **off** air/heating.
- Taking student count before exiting the room.
- Students **take** jackets, but **leave** backpacks, etc.
- Walk class in an orderly and quiet manner to the assigned evacuation point.

Custodian

- Evaluates overall campus condition and takes precautionary action.
- Take necessary emergency precautions with gas, electricity, etc.
- Reports to principal or designee when the preceding actions are complete.

All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The principal or designee will make the following announcement on the two-way radio system. If the two-way radio system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Training and Exercise

Voices Morgan Hill understands the importance of training, drills, and exercises in its overall emergency management program. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

Voices all staff Operational Safety/Informational Training and refresher safety training sessions will be conducted for all school staff during Summer Professional Development.

Operational Safety/Informational Training includes, but is not limited to:

- School Safety Plan and Operations review
 - Evacuation maps
 - Emergency procedures
- Classroom Safety Set-up (all classroom teachers)
- Safety processes and protocols
- Intruder on Campus
- Childhood Sexual Assault Prevention Training
- Student/Staff Safety
 - Minor/Major injury processes and protocols

Safety training will continue to be held during the school year which includes all safety drills noted above.

Safety training is conducted to develop the response capabilities needed in the event of an emergency, including the following:.

1. Handling emergency equipment.
2. Emergency planning, including maintaining the safety plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist VMH schools during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing a review after drills, exercises and actual emergencies.

Items addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials. Input from all employees is encouraged.

Voices will plan for 1) Earthquake, 2) Fire and 3) Evacuation drills 4) Code Red.

This plan addresses emergency actions that are conducted during all four phases of emergency management.

Mitigation/Prevention

Voices will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the

intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Identifying hazards
2. Recording hazards
3. Analyzing hazards
4. Mitigating/preventing hazards
5. Monitoring hazards
6. Security Audit

Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Please refer to [Appendix K](#) for the School Crisis Response Box Checklist.

Response

Voices will respond to emergency situations effectively and efficiently. The focus of most of this plan is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

Recovery

If a disaster occurs, Voices will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal,

restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Emergencies Occurring During Summer or Other School Breaks

If a school administrator or designee is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- i. Disseminate information to the principal, the Business Manager or designee.
- ii. Identify staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- iii. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- iv. Notify general staff by letter or telephone with appropriate information.
- v. Schedule a staff meeting for an update the week before students return to school.
- vi. Be alert for repercussions among students and staff.

When school reconvenes, check the core group at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Evacuation Routes

Evacuation route maps have been posted in each work area and classroom. Please refer to [Appendix L](#) for Evacuation Maps. The following information is marked on evacuation maps:

- Emergency Exits
- Primary & Secondary Evacuation Routes
- Locations of Fire Extinguishers
- Fire Alarm Pull Stations Locations
- Assembly Points

All Site personnel will be trained on, and operational staff will ensure they know the 2 evacuation routes.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Primary On-Site Evacuation/Assembly Location

Organization	Voices Morgan

	Hill at MHCCC
Assembly Location	Rear Parking Lot

These will be the primary evacuation areas for Voices Schools. Students will exit the facility in an orderly manner and congregate according to their classes in the parking lot or field area, which is an open space void of any trees or power lines. If this space is unavailable or we require more open space in an emergency, we will utilize the secondary off-site evacuation location

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Secondary Off-Site Evacuation/Assembly Location

Organization	Voices Morgan Hill at MHCCC
Assembly Location	Side of building facing Monterey Rd.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

In the event of an emergency, we will share information with families via the school's communication system called Parentsquare. Please make sure your updated contact information is provided to the school.

"YOUR ATTENTION PLEASE. THIS IS (NAME & TITLE) WITH AN IMPORTANT MESSAGE CONCERNING ALL OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, KEEP YOUR RADIOS 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. WE WILL UPDATE YOU AS SOON AS WE HAVE FURTHER INFORMATION."

Dismissal

Should there be a major earthquake or other disaster, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child to Student Release Tables to sign a Student Release/Runner Form ([Appendix P](#)) for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is if someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center ([Appendix O](#)) where the Business Manager or designee will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal, teacher or designee in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Responding to Emergencies

The following pages outline how staff should respond in the event of specific emergency situations:

Fire

When the fire is discovered:

- ☐ Activate the nearest fire alarm
- ☐ Notify the local Fire Department by calling: **911**
- ☐ If the fire alarm is not available, notify the site personnel about the fire emergency:
Call Teachers' two-way radio

Evacuation Process for Teachers:

1. Get emergency backpack
2. Get your class roster (clipboard).
3. Get the evacuation map (clipboard).
4. Count your students before you leave the room.
5. Close your door upon exiting the room.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal.

The School needs to:

1. Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - a. School name, address, and phone number:

Voices Morgan Hill at MHCCC
17000 Monterey Rd,
Morgan Hill, CA 95037
 - b. Exact location of the fire within the building
2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

- ☐ The fire department has been notified; The fire extinguisher is in working condition
- ☐ The fire is small and is not spreading to other areas
- ☐ Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

- ☐ Leave the building using the designated escape routes

- ☐ Assemble in the designated area (see evacuation map)
- ☐ Remain outside until directed that it is safe to reenter

Business Manager and school support staff must:

- ☐ Disconnect utilities & equipment unless doing so jeopardizes his/her safety
- ☐ Coordinate an orderly evacuation of personnel
- ☐ Perform an accurate headcount of personnel reported to the designated area
- ☐ Determine a rescue method to locate missing personnel
- ☐ Provide the Fire Department personnel with the necessary info about the facility
- ☐ Perform assessment & coordinate weather forecast office emergency closing procedures

School support staff must:

- ☐ Ensure that all employees have evacuated the area / floor
- ☐ Report any problems to the principal or designee at the assembly area
- ☐ Assist all physically challenged employees and students in emergency evacuation

*****The principal or designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Scenario 1: Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

- The principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal or designee will notify “911” and will provide the location and nature of the emergency.
- The principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal or designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other

hazardous conditions.

- If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
- As appropriate, the principal or designee will activate the ParentSquare Communication System.
- The principal or designee will notify Team Z of the emergency situation.
- The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal or designee.
2. The principal or designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager or designee of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The Business Manager or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator or designee will direct the fire department to the fire and brief fire department officials on the situation.

8. The Business Manager or designee will notify the appropriate utility company of damages.
9. The principal or designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Morgan Hill Fire Department or appropriate agency provides clearance and the principal or designee issues authorization to do so.
11. For fires during non-school hours, the principal or designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Earthquake Procedure

What to Expect During an Earthquake

The first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. You may be jarred by a violent jolt. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into 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 DROP AND COVER command.

DUCK, or **DROP** down on the floor.

Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

After shaking stops, check for injuries, and render first aid.

If you are instructed to evacuate, each teacher needs to:

1. Get your class roster (backpack).
2. Get the evacuation map (backpack).
3. Count your students before you leave the room.
4. Be last to leave the classroom but once out of the room get to the front of the student line.
5. Ensure that your door is open upon exiting the room.
6. Bring your emergency backpack to the outdoor Assembly Area.
7. Zero noise is to be adhered as the class walks to and waits

Staff Responsibilities

The staff responsibilities during an earthquake are slightly different from the responsibilities during a fire drill. Please read the following carefully:

Principal or designee	Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follow fire / evacuation written procedures at appropriate times. Calls 911.
Custodian	Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal or designee when the preceding actions are complete.
Teachers	Initiate drop and cover procedures. Follow fire/evacuation drill procedures at appropriate times.
Students	Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
Other Personnel	Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students

Re-entry into Classrooms

The principal or designee will consider the severity of the emergency. If deemed safe, students will re- enter the campus. In **drill** situations, the announcement: **“All Clear”** will be announced on the

two-way radio system.

Procedures of Injured Parties

In the event that the emergency situation warrants a lockdown of the campus, injured parties should be taken to the cafeteria or designated triage area.

Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the principal or designee releases staff to attend to personal situations, families and home.

Building evacuation following an earthquake is vital due to secondary hazards (explosions, fire, etc.)

When evacuating, please follow the Evacuation Map. Follow Fire/Evacuation Drill Procedures once assembled.

****The principal or designee is the only person who may check out a child in the case of any emergency.****

Bomb Threat

General Information

Every person answering the telephone must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance!
Please see [Appendix M](#) for the Telephone Bomb Threat Reporting Procedure.

Person Receiving the Threat

Attempt to keep the caller on the line. Get as much information as possible from the caller. Refer to Bomb Threat Reporting Procedure and record appropriate data.

Immediately after receiving the threat, report all information to the principal or designee. The principal or designee will coordinate procedures and make reports to the proper authorities.

Staff Responsibilities

Principal or designee

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department.

- Uses the the two-way radio system to announce,

“Your attention please. Your attention please. Evacuate the building – Evacuate the building.”

- Makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms. Searches the office and reports any relevant information to the principal.

Teachers

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If a teacher receives a bomb threat refer to the bomb threat reporting checklist.
- Call the office and inform them of the threat. Office to call 911.
- If evacuation is ordered, **take students** to the designated evacuation area along with an emergency **backpack**.
- Leave the room unlocked and turn off lights as you leave.

Custodian

- Check all restrooms and perimeters around buildings.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **principal** or **designee** will split the duties of the custodian with another assigned staff..

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

If someone enters the school grounds or buildings with a deadly weapon:

- 1) Avoid confronting the gunman.
- 2) Notify the School principal or designee, or school office immediately.
- 3) Identify the gunman (if known), the gunman's location, and the location of the weapon.

The school principal or designee, should follow these guidelines:

- 1) Notify law enforcement immediately.
- 2) Identify the gunman (if known), the gunman's location, and the location of the weapon.
- 3) Determine the level of threat. If the level of threat is high, call for additional backup.
- 4) Attempt to get the weapon from the gunman through negotiation, or take other appropriate action with the aid of local law enforcement.

In case there is a HOSTAGE SITUATION at the school, staff should:

- 1) Stay Calm / Do NOT be a Hero
- 2) Follow instructions of the captor.
- 3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- 4) Inform captors of medical or other needs.
- 5) Be prepared to wait; elapsed time is a good sign.
- 6) Don't try to escape; don't try to resolve the situation by force.
- 7) Be observant and remember everything that is seen or heard.
- 8) If a rescue takes place, lie on the floor and await instructions from rescuers.
- 9) The school principal or designee, should be responsible for the following:
- 10) Immediately notify law enforcement.
- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from the family.

Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the gunman.
2. Notify the school principal or designee, or school office immediately.
3. Identify the gunman (if known), the gunman's location, and the location of the weapon.

The school principal or designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the gunman (if known), the gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.

4. Give the “Lockdown Order” to all Teachers.

Classroom Teacher should:

1. Lock the classroom door when the “Lockdown Order” is given.
2. Barricade the door and any entrance to the classroom
3. Build a separate barricade for the students to hide behind
4. Quiet the students
5. Take roll
6. Wait for the “All Clear” order

REMEMBER- Students will model their emotional reaction after yours.

STAY CALM.

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately call “911” and then notify the principal or designee.
2. The principal or designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The principal or designee will call “911” and provide the exact location and nature of the incident. The principal or designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The principal or designee will control all points of entry to the school.
9. The principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal or designee will ensure the notification of parents and family members.
10. All media inquiries will be referred to the Chief Executive Officer (CEO) or designee.
11. The principal or designee will debrief staff and school police officers.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Drive-by Shooting

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
 - a. License plate number
 - b. Type of vehicle
 - c. Occupants
 - d. Weapons

Immediately after the vehicle is gone:

- 1.
2. Principal or Designee will order Secure Building
3. Principal or designee will call 911
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert Team Z of the incident.
11. If the media arrives, they should be directed to the CEO.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Severe Weather

Flood

If Indoors:

- ☐ Be ready to evacuate as directed by the principal or designated official

- ☐ Follow the recommended primary or secondary evacuation routes

If Outdoors:

- ☐ Climb to high ground and stay there
- ☐ Avoid walking or driving through flood water
- ☐ If car/bus/van stalls, abandon it immediately and climb to a higher ground

Extended Power Loss

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- ☐ Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment
- ☐ Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- ☐ Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry

Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on. Coordination with shared space should take place.

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

- ☐ Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify principal or designee.

When a large chemical spill has occurred:

- Immediately notify the principal or designee
- Contain the spill with available equipment
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Morgan Hill Fire Department to perform a large chemical spill cleanup
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the principal or designee
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures

Name of Spill Cleanup Company: **County of Santa Clara – Dept. of Environmental Health (408) 918-3400**

Hazardous Substances

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gasses/Fumes	

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contaminated area

Biological / Chemical Attack

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The principal or designee will call "911" and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal or designee will notify Team Z of the situation.
4. The principal or designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to

widespread airborne releases). The principal or designee should assess the need for medical attention.

7. The principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The principal or designee will provide the list to the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal or designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal or designee will call “911” and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of the emergency.
4. The principal or designee will notify Team Z of the situation.
5. The principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The principal or designee should assess the need for medical attention.
7. The principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The principal or designee will provide the list to the principal or designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal or designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., cafeteria). Teachers should communicate their locations to the principal or designee, using the two-way radio system or other means without leaving the building.
4. The principal or designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.
5. The principal or designee will notify Team Z of the situation.
6. The principal or designee will turn on a radio to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal or designee.

Pandemic Influenza

During an influenza pandemic, social distancing measures to limit the spread of the disease will include limited public gathering, canceling public events and closing public gathering places including schools, in coordination with local and state officials.

The pandemic cycle may repeat multiple times for a period of up to two years.

Level III Prevention: Schools are open

- Normal School Activities with:
 - Prevention Communications
 - Prevention & Mitigation Activities
 - Pre Planning Activities
 - Implementation of disinfecting protocols
 - Implementation of individual control measures and screening
 - Implementation of physical distancing guidelines
 - Training staff & students on how to limit the spread of COVID-19 and Promoting Healthy Hygiene Practices
 - Implementation of COVID-19 Testing and Reporting Procedures

Level II Preparedness: Schools prepare for closure

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

Level I Response: Schools close

- Warning Phase:
 - Social Distancing
 - Minimum Days
 - No Extra-Curricular Activities
- Schools Close
 - Implement Continuity Plans

Level III Recovery & Prevention: Schools reopen

- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
 - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
 - WASH SKIN as thoroughly as possible with lukewarm water.
 - LISTEN TO RADIO for other instructions.

Air Pollution / Smog

Individuals Whom it May Affect

It is recommended that protective measures be taken by sensitive persons. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.

- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/Team Z, that it is unhealthy for students to be outside, you will be notified, via ParentSquare communication system, that recesses are canceled.
- We will follow the “rainy day” schedule for lunch

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or designee is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or designee.

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or designee is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or designee.

Fallen Aircraft

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to the section on Loss of Power.

Procedure

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the *"Immediate Response Actions"* section.
2. If the principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal or designee will call "911" and the Police and will provide the exact location (e.g., building or area) and nature of the emergency.
5. The principal or designee will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

"Poisoning, Chemical Spills, Hazardous Materials Safety Procedures". If the crash results in a utility interruption, refer to the section on Loss of Power.
6. The principal or designee will organize fire suppression activities until the Morgan Hill Fire Department arrives.
7. The principal or designee will check injuries to provide appropriate first aid.
8. The principal or designee will call the office of Team Z.

9. Any affected areas will not be reopened until the Santa Clara County HazMat Compliance Division or appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to the appropriate section.

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The principal or designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the principal or designee of missing students.
6. The principal or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.
7. The principal or designee will check for injuries and provide appropriate first aid.

8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. The principal or designee will notify Team Z of the situation. The principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the principal or designee will initiate search and rescue activities.
13. The principal or designee will contact the Morgan Hill Fire Department to ensure buildings are safe for reoccupancy.
14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal or designee gives authorization to do so.
15. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of the emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal or designee will initiate rescue operations.

7. The principal or designee will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal or designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal or designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal or designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. The principal or designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal or designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal or designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal or designee will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The principal or designee will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal or designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal or designee issues further instructions.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Unlawful Demonstration / Walkout

An unlawful demonstration / walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.
2. The principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The principal or designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The principal or designee will immediately proceed to the main entrance to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her/their name, and record address, telephone number and time entered or departed.
5. If students leave the campus, the principal or designee, in consultation with the Team Z, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal or designee should keep an accurate record of events, conversations and actions.

8. All media inquiries will be referred to the CEO.
9. The principal or designee should proceed in good judgment on the basis of police, in taking action to control and resolve the situation.
10. The principal or designee will notify parents of the incident, as appropriate.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Emergency Drills

Voices Morgan Hill at MHCCC 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. Principal or designee will communicate and collaborate with MHCCC staff. See [Appendix N](#) for Safety Drill Schedule.

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

Drop procedure – As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

1) In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
 - DUCK, or DROP down on the floor.
 - Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
 - HOLD onto the furniture and be prepared to move with it.

- Stay in this position for at least one minute or, in a real situation, until shaking stops.
2. After shaking stops, check for injuries, and render first aid.

2) Evacuation

An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the two-way radio system by the principal or designee.

If you are instructed to evacuate, each teacher needs to:

1. Get your class roster (clipboard).
2. Get the evacuation map (clipboard).
3. Count your students before you leave the room.
4. Ensure that your door is open upon exiting the room.
5. Bring your emergency backpack to the outdoor Assembly Area.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal or designee.

When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers take roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

3) All Clear:

Upon the sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate

non-hazardous alternate routes may be needed.

Fire Drill Procedure

Principals shall hold fire drills quarterly in all elementary schools. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Schedule. See [Appendix N](#).

1) Evacuation:

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the principal or designee.

Shelter-in-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the “Shelter-In-Place” drill is the following two-way radio announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A

HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Students should be arranged in the shelter area so as to enable them to assume a **"Duck and Cover"** position on command given by the teacher in charge.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

**REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.**

Description of Action

1. The principal will make the following announcement on the two-way radio communication system. If the two-way radio communication system is not operating, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., other shared areas not pertaining to Voices , cafeteria).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Staff Responsibilities during a Lockdown

Principal or designee	Communicates and collaborates with MHCCC staff. Announces Lockdown procedure on the two-way radio communication system. Ensures doors are locked in all buildings. Calls 911. Locks the office door and keeps phone line open.
Custodian	Locks all restrooms located on 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 two-way radio 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 their seats and remain quiet. Stay away from windows.

No one leaves the classroom!

The end of the Lockdown will be announced over the two-way radio communication system.**DO NOT use cell phones to contact the office or outside community. Teachers and staff should not initiate contact with parents.**

Interactions with the Media

The Chief Executive Officer shall be the first point of contact for all media inquiries. If a staff member, other than the CEO, receives a request from the media, the staff member shall refer the media to the CEO.

Any staff members wishing to initiate a story with the media shall consult with the CEO prior to contacting the media.

Appendices

A. Monthly School Site Safety Checklist

On a monthly basis, the Business Manager or Team Z operations team will complete the following Monthly School Site Safety Checklist. **This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (& State/Federal) School Site Safety policies & procedures.** The principal, Business Manager and Dean of Culture have critical roles to play in ensuring compliance with the Voices School Site Safety procedures and policies.



Safety Administrative Review	
School Name:	Date:
Follow-up Review (Noted in RED)	Date:

Exterior Areas:

- ☐ Are exterior premises equipped with appropriate signage that provides warnings, facility use restrictions, and other relevant information?
- ☐ Are parking areas paved, striped, and signed as appropriate, and free of vehicles parked in unauthorized locations?
- ☐ Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?
- ☐ Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?
- ☐ Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?
- ☐ Is fencing provided, and are fences and gates of an appropriate type and condition?

Findings:	
Correction	

Building Conditions:

- ☐ Do interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?
- ☐ Does building structures and finish materials appear to be in good condition and free of visible deterioration?

- ☐ Is the building free of substandard or improvised construction?
- ☐ Do doors, windows, and glass appear to be of an appropriate type and condition?
- ☐ Was the building free of apparent leaks or other obvious water intrusion?
- ☐ Do walls and ceilings appear to be of an appropriate type and condition?
- ☐ Are floors and floor coverings of an appropriate type and condition?
- ☐ Are stairs and ramps in good condition and equipped with handrails where required?
- ☐ Are movable walls and partitions in good condition, properly inspected, and maintained?
- ☐ Is there a written plan detailing what to do in the event of a leak and liquid damage?

Findings:	1.
Correction	
Action taken	

Doors, Exits, and Means of Egress:

- ☐ Are exits and exit paths unobstructed and regularly inspected, and are doors free of inappropriate locks?
- ☐ Are "EXIT" and "NOT AN EXIT" signs installed?
- ☐ Is emergency lighting provided as required, and is it properly maintained?
- ☐ Is the site's emergency evacuation map posted near all classroom and/or office doors?
- ☐ Are doors and curtains inspected, functional, and properly maintained

Findings:	
Correction	
Action Taken	

Assembly Areas:

- ☐ Is the occupancy limit conspicuously posted and strictly observed in each assembly area?
- ☐ Are seating systems in good condition and equipped with guardrails where required?
- ☐ Are stages free of idle storage or inappropriate use, and is the edge of the stage readily visible to prevent fall incidents?

Findings:	
Correction	
Action Taken	

Emergency Action Equipment & Systems:

- ☐ Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?
- ☐ Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?
- ☐ Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?
- ☐ Are employees familiar with the location and operation of alarm and fire protection systems, and are employees familiar with their duties and responsibilities in an emergency?
- ☐ Is emergency communication and broadcast equipment available, such as public announcement systems and radios?
- ☐ Is someone immediately available at all times (24 hours, 7 days) with authorization to call and bring in professional cleanup and restoration companies?
- ☐ Is the supply of spill response and pipe repair materials complete, readily accessible and checked at least quarterly?
- ☐ Are pipe diagrams or prints up-to-date and showing the location of valves for all liquid-carrying systems? Isometric drawings are very beneficial.
- ☐ Are valves placarded or tagged for easy identification?
- ☐ Are shutoff valves "exercised" (closed, reopened and lubricated as needed) at least annually to verify they can be quickly closed during an emergency?

Findings:	
Correction	

Mechanical and Utility Systems:

- ☐ Are electrical panels and utility shut off switches and valves unobstructed, properly labeled or identified, and protected from tampering; and do visible system components appear to be in good condition?
- ☐ Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?
- ☐ Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?
- ☐ Chemicals and Chemical Storage
- ☐ Are hazardous chemicals properly stored?
- ☐ Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?
- ☐ Are all chemicals reviewed prior to use, and do employees refrain from bringing in household chemicals?
- ☐ Are employees familiar with the location and use of Safety Code Sheets?

Findings:	
Correction	

Housekeeping and Storage Practices:

- ☐ Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?
- ☐ Are mechanical and electrical utility rooms free of inappropriate storage?
- ☐ Are shelving units anchored to the wall or floor to prevent falling?
- ☐ Are heavier items stored within the optimum lifting zone to prevent topheavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?
- ☐ Are landings and stairs free of storage?
- ☐ Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?
- ☐ Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?
- ☐ Does the staff have immediate access to a spill response cart/supplies and emergency pipe repair supplies?
- ☐ Are housekeeping personnel instructed to immediately notify maintenance when any types of dripping, leakage or clogged drains are found

Findings:	
Correction:	
Action Taken	

Disabled Access:

- ☐ Are an appropriate number of parking spaces designated for disabled persons, and are they properly designed, constructed, and signed?
- ☐ Are accessible routes to the building provided, and are at least half of the entrances accessible to disabled persons?
- ☐ Is signage provided at entrances, facilities, or other non-accessible services to direct disabled persons to entrances, facilities, or services that are accessible?
- ☐ Are doorways designed to facilitate the passage of wheelchairs?
- ☐ Are access ramps properly designed, constructed, and equipped with guardrails and non-slip surfacing?
- ☐ Are an appropriate number of restrooms designed to accommodate persons with disabilities?
- ☐ Are stages and other multi-leveled areas accessible to persons in wheelchairs?
- ☐ Are other fixtures and services accessible to persons with disabilities?

Findings:	
Correction	

General Conditions – Other:

- ☐ Is the site free of graffiti or other signs of vandalism?
- ☐ Are other general conditions free of apparent hazards or concerns?

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

A. Maintenance and Repair Log



Maintenance and Repair Log

[illegible]

A. Unsafe or Hazardous Conditions Log**Unsafe or Hazardous Conditions Log**

Date/Time	Unsafe or Hazardous Condition	Description of Action Required	Location of Unsafe or Hazardous Condition	Explain what was done	Referred to (Name of company/person, if any)	Verified by:

B. Classroom Safety Checklist**School Year Kick Off Room Checklist****Voices College-Bound Language Academies**

Teacher Name:

Room number:

Item	Check	Comment	Re-Check
Red/black backpack near front door (contains green, red card and roster)			Y N Partial
Code Red, Blue and 9 Instructions and Evacuation Map posted near front door	Y N Partial		Y N Partial
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		Y N Partial
Room clean and organized	Y N Partial		Y N Partial
"Joy Factor" apparent in room environment ☐ Use of positive affirmations and strength-based communication	Y N Partial		Y N Partial
Snack Container	Y N Partial		Y N Partial
Data walls up ☐ Reading Levels English	Y N Partial		Y N Partial

☐ Reading Levels Spanish ☐ Sight Words and/or Fluency ☐ Math or ELA Assessments			
University Wall	Y N Partial		Y N Partial
Daily Schedule and objectives posted ☐ Content Objectives ☐ Language Objectives	Y N Partial		Y N Partial
Character Education Wall ☐ Value and character traits signage ☐ Uniform Checklist	Y N Partial		Y N Partial
Word Wall or Vocabulary Wall	Y N Partial		Y N Partial
Content Areas ☐ Math ☐ ELA ☐ Class Library ☐ Other _____	Y N Partial		Y N Partial
Guided Reading Table (prompting guides, pencils, book storage, white boards, markers, post-its....)	Y N Partial		
Associate Teacher workstation	Y N Partial		Y N Partial

WALK THROUGHS

1) Date _____

Principal Signature _____

2) Date _____

Principal Signature _____

3) Date _____

Principal Signature _____

C. Student Accident Report

Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.i. If you believe there will be medical bills associated with the injury). Student head and eye injuries should always be reported.

**Student Accident Reports should be reported 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 details: _____
2. Date of accident/incident: _____
3. Incident Time (Please include AM/PM: _____
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: _____
5. Incident City, State, Zip: _____
6. Specific body part(s) injured: _____

7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain
8. If other type of injury, please indicate: _____
9. Was on-site nurse contacted?: Yes or No Date and Time if Nurse contacted: _____
10. Was treated refused?: Yes or No What type of medical treatment was given? _____
11. Did paramedics transport the student? Yes or No Paramedic transport date/time: _____
12. Was the parent/guardian contacted? Yes or No Contacted _____ date/time: _____

Parent/Guardian Information

1. Parent/Guardian Name: _____
2. Parent/Guardian Address/City/State/Zip: _____
3. Parent/Guardian Phone: _____
4. Parent/Guardian Email: _____
5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No
If no, why not? _____

Witness Information

1. Witness Name: _____
2. Witness Address/City/State/Zip: _____
3. Witness Phone: _____
4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer
5. Name of person to whom the accident or incident was reported: _____
6. Date the accident was reported to this person: _____
7. If the accident was not reported immediately, why not? _____

Prevention Information

1. If athletic or playground injury, what type of surface was the student on when the injury occurred?

2. What steps have been taken or recommended to prevent a recurrence? _____
3. Any additional information or notes: _____

Employee Incident Report**School Information:**

Charter School: _____ Location/Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Employee Information:

Name of injured employee: _____ Sex: _____ M/F Occupation: _____

Date of hire: _____ Date of birth: _____ SSN: _____

Marital Status: _____ Dependents? Yes/No If yes, how many? _____ Ages? _____

Employee address: _____

Gross wages/salary: \$ _____ per _____ (hour/week/month/year) Pay schedule: _____ 12mth _____ 11mth _____ 10mth

Employment Status: _____ Full Time _____ PartTime _____ Temporary/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 ☐Act 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

Referral Date:	Time Event Occurred:	
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 ☐ Self cutting ☐ Pinching ☐ Accessed concerning content online ☐ Burning	☐ Suicidal Ideation ☐ Direct Threat (ex. "I am going to kill/hurt myself") ___ to self ___ others ☐ Indirect threat (ex. "I feel like dying") ___ to self ___ others

Observed any of the Following:

☐ Sudden Change in Behavior ☐ Previous Attempt(s)	☐ Signs of Depression ☐ Truancy/Running Away

____ Giving Away Possessions

____ Frequent Complaints of Illness

_____ Mood Swings

____ Alcohol or Drug Use

____ Self-Injurious Behavior

____ Accessing Concerning Content

Other: _____

7. Please explain what happened:

[illegible]

8. Confirm Receipt by a Crisis Team Member:

Name and Title of Crisis Team Member:	Signature:	Time received:

For School Crisis Team Use Only:**9. Previous Referral?** _____ **Date(s):** _____**10. Student Interview:** The student told me the following: (Check all that apply.)**Self harm:**

Student said he/she/they has hurt her/his/their body on purpose ____ Yes ____ No

Student self injures by (e..g. Cut, carve, burn, scratch, really hard punch, other)

The last time the student intentionally hurt himself/herself/themself in one of the ways listed in the previous question was:

Approximately on how many total occasions has the student intentionally self injured?

The student has shared he/she/they has intentionally hurt self in these parts of their body:

What is the student's motivation for first intentionally self hurting?

Does someone (parent, friend, sibling...) know that the student is intentionally self hurting?

How likely is the student to intentionally hurt himself/herself/themself again?

Student has expressed suicidal thoughts or behavior ____ Yes ____ No

If yes, complete Suicide Ideation section.

Student said that he/she/they had been thinking about self-harm or harm to others or suicide?
____ Yes ____ No

If yes, when was the last time he/she/they thought about self-harm/suicide?

Student said that he/she/they had A PLAN BUT WILL NOT DIVULGE: ____ Yes ____ No

Student indicated that he/she/they had previously attempted suicide/self-harm on
_____ by means of:

Other Important Information:

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:

____ Self-Harm/Harm to Others/Suicide Interview

____ Other:

11. Risk Level: ____ Low ____ Medium ____ High*

***FOR HIGH Risk: CALL ONE OF FOLLOWING:**

1. Pacific Clinics Mobile Crisis Team (formerly Uplift Family Services): (408) 379-9085, Alum Rock Crisis Unit: (408) 294-0579.

2. Contra Costa County: Psychiatric Emergency Services in Contra Costa: Contra Costa Regional Medical Center -call 24-hour Access Line at **1-888-678-7277** for mental health resources or the Contra Costa Crisis Center at **1-800-833-2900** for 24-hour crisis support.
3. San Joaquin County: San Joaquin County Crisis Line: For immediate crisis support, call **209-468-3549**.
4. All Counties - Or 911 for imminent danger or if other crisis teams can't respond - request an officer trained in mental health support if available.

Person conducting interview: _____

Date: _____ Time: _____ Signature: _____

Intervention/ Action Taken:

_____ Parent/Guardian Contacted:

Date/Time: _____ Outcome: _____

_____ Parent Signed Notification: Note there is one for high-risk assessment and another for low or medium risk assessment (attach copy):

[Parent/Guardian Notification for high-risk assessment](#)

[Parent/Guardian Notification for low or medium-risk assessment](#)

_____ Resources Provided to Parent/Guardian:

INCLUDING: _____ Date/ Time: _____

_____ Outside Referral Made:

To: _____ Date/ Time: _____

_____ Uplift Crisis Team Unit Called:

Time: _____ Outcome: _____

Child Abuse Report Made (endangerment):

FIRST NAME OF INTAKE WORKER and ID: _____

_____ Referred to Police:

NAME OF OFFICER _____

_____ Hospitalization

_____ School Based Counseling:

Date Referred:_____ Parent signed permission slip(Date):_____

_____ Program Modification

INCLUDING: _____

_____ Student Safety plan created (attach copy):_____

_____ Other (Please explain):_____

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange

Confidential Crisis Team File —

DO NOT Place in CUM FILE

E. Informal and Formal Community Complaint Resolution Procedures (Linked here and copied below, applies to all Voices Schools, including the three Voices Morgan Hill temporary sites. As or if Voices policies need updating, this safety plan will also be updated.)

It is the intent of Voices College-Bound Language Academies (“School”) to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

Informal: Conflict Resolution

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level.

In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Guidelines will be given to parents yearly in writing and students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk

4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

Formal Complaint and Resolution Procedures:

Most complaints can be resolved through the Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School will use the following procedure:

1. Any complaint shall be put in writing using the “Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:
 - a. The full name of each person involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
2. The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than twenty (20) school days following the receipt of complaint.
3. If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Board of Directors (or committee).
4. The Board (or committee) may seek additional investigation by the Principal as it deems necessary.
5. The Board of Directors (or committee) shall make recommendations and address the recommendations at the next Regular Board meeting.
6. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

I. Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

II. Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Voices College-Bound Language Academies ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The Director of Human Resources or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Human Resources or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusions of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education	☐ After School Education and Safety	☐ Agricultural Vocational Education
☐ American Indian Education	☐ Consolidated Categorical Aid	☐ Career/Technical Education
☐ Child Development Programs	☐ Child Nutrition	☐ Foster/Homeless Youth
☐ Migrant Education	☐ No Child Left Behind Programs	☐ Regional Occupational Programs
☐ Special Education	☐ State Preschool	☐ Tobacco-Use Prevention Education
☐ Pupil Fees	☐ Local Control Funding Formula	☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age	Gender / Gender Expression / Gender Identity	Sex (Actual or Perceived)
Ancestry	Genetic Information	Sexual Orientation (Actual or Perceived)
Color	National Origin	Based on association with a person or group with one or more of these actual or perceived characteristics
Disability (Mental or Physical)	Race or Ethnicity	
Ethnic Group Identification	Religion	

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

[illegible]

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

[illegible]

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Voices College-Bound Language Academies
Executive Director
6840 Via Del Oro, Suite 160
San Jose, CA 95119

F. Voices Morgan Hill Staff Contact List: School Leadership Team

Title	Name	Email Address
Principal	Vicky Lopez	vlopez@voicescharterschool.com
Business Manager	Michelle Arriaga	marriaga@voicecharterschool.com
Dean of Culture	Maria de Solorzano	msolorzano@voicescharterschool.com
Student Services Manager	Gabriela Aguilar	gaguilar@voicescharterschool.com
Instructional Coach	Luz Gutierrez	lgutierrez@voicescharterschool.com

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

Fire	911	408-779-6611
Ambulance	911	911
Police	911	408-779-2101
Gas	911	800-743-5000
Electric	911	800-743-5000
Water	911	408-776-7333
Gang Hotline	911	408-293-GANG
Santa clara County Emergency Services	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK
Community Mobile Crisis Response Team	911	9-8-8
Poison Control Center Link	911	(800) 222-1222
County Dept. Of Environment Health	911	408-918-3400
CA Emergency Mgmt. Agency State Warning Center	911	1-800-852-7550
Pacific Clinics (formerly Uplift) Mobile Crisis Team	911	408-379-9085
Alum Rock Counseling & Mobile Crisis Unit	911	408-294-0579

Voices Morgan Hill Business Manager: Michelle Arriaga 408-491-1700 ext. 1049
Morgan Hill Community & Culture Center Events Coordinator: Jose Garcia 408-310-4282

MHPD School Resource Officer Greg Dini 669-253-4965
MHPD Tobacco Liaison Officer Scott Martin 669-253-4981

Morgan Hill Fire department community liaison: Fire Marshal Carlos Alcantar 408-310-4654

J. Homeland Security Advisory Recommendations

SEVERE (Red)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ Follow local and/or federal government instructions (listen to radio/TV). ☒ Be alert and immediately report suspicious activity to designated Homeland Security Resident Agent (760-353-9090). ☒ Close school if recommended to do so by appropriate authorities.
	☒ Activate emergency operations plan. ☒ Restrict school access to essential personnel. ☒ Cancel outside activities and field trips. ☒ Provide mental health services to anxious students and staff ☒ 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.
HIGH (Orange)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ 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)	☒ <i>Complete all recommended actions at lower levels.</i> ☒ 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)	☒ <i>Complete all recommended actions at lower level.</i> ☒ 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.

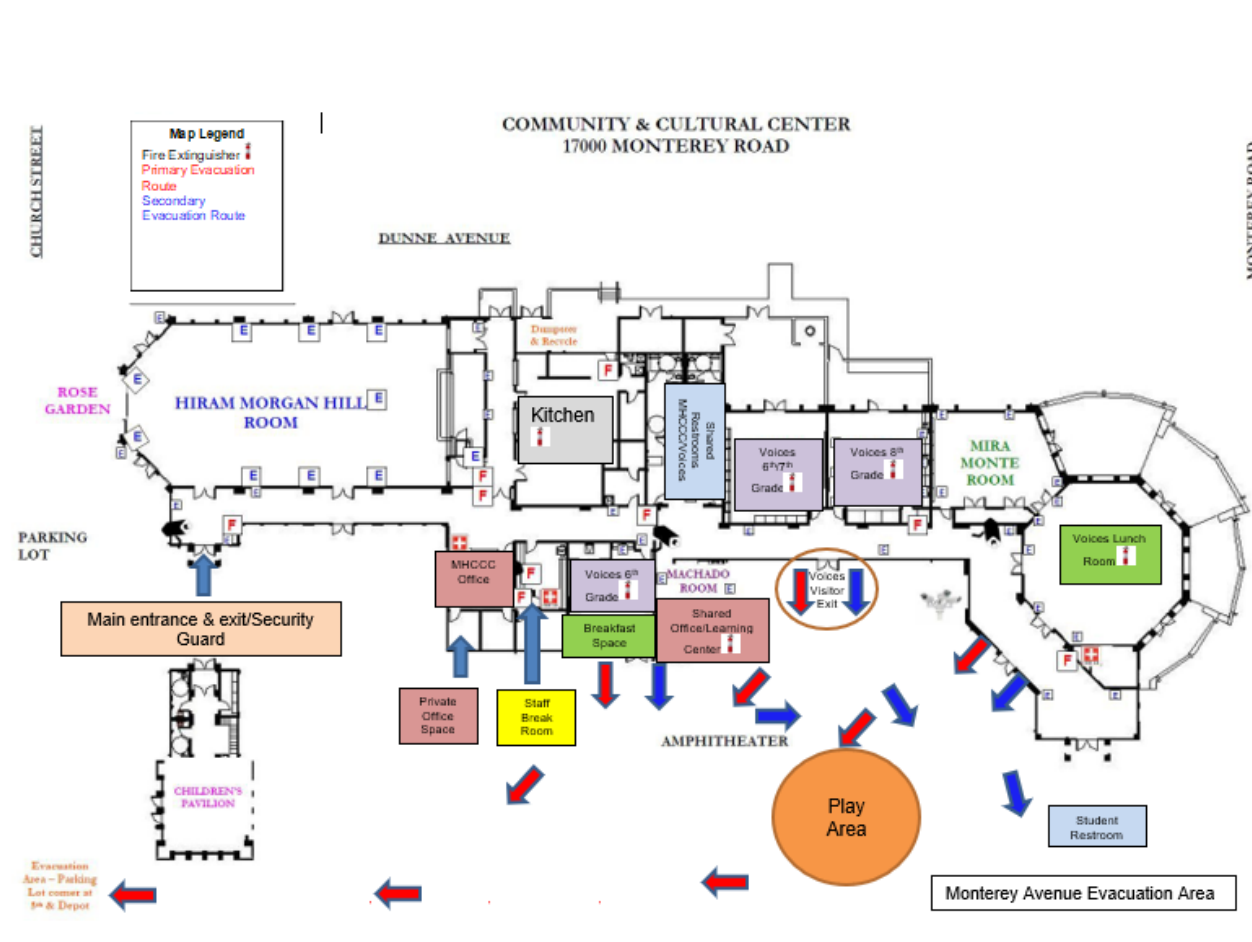
Last updated:

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)

L. Voices Morgan Hill at MHCCC Evacuation Map



M. Telephone Bomb Threat Reporting Procedure**Instructions:**

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time: _____ Date: _____

Document the following:***Caller's Identity:***

Male/Female Adult Juvenile Approximate Age: _____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other: _____

Acent:

English Spanish Other: _____

Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language:

Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off: _____
- Where is it located: _____
- What kind of bomb is it: _____
- What kind of package is it in: _____
- What is your name and _____ address:

Call the Police / Notify your supervisor immediately

N. Safety Drill Schedule

Fire Drill

<u>MHCCC</u>
October 7, 2022
January 13, 2023
April 7, 2023

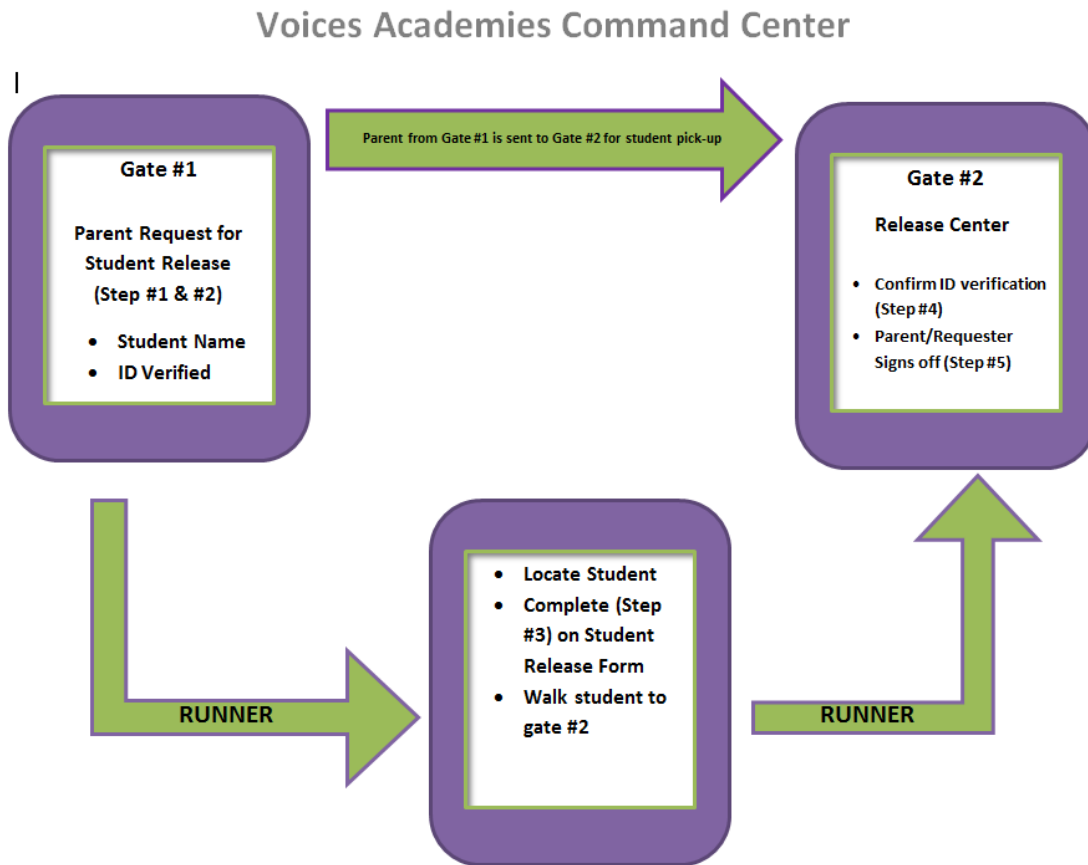
Earthquake Drill

<u>MHCCC</u>
November 16, 2022
February 3, 2023
May 5, 2023

Code Red Drill

<u>MHCCC</u>
December 2, 2022
March 10, 2023
May 31, 2023

O. Command Center Chart



P. Student Release/Runner Form

Student Release/Runner Form To be Taken by Runner		
Completed by Parent/Guardian at Release Gate #1	Student Last Name _____ First Name _____ Grade _____ Teacher (if known) _____ Name of Person Picking up Student: _____ Relationship to Student: _____	1
Completed by Request Gate #1	Name on Release Form? (circle one) Yes No <u>List number or other ID type below</u> Photo ID/Driver's License Checked ☐ Other Photo ID Verified ☐ Verified by (Staff only): _____	2
*Parent to go to Release Gate #2 and wait for student		
Completed by Holding Area Staff	Student Status: _____ Sent with Runner _____ Absent _____ First Aid Station _____ Missing Other Notes: _____	3
*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		
Completed by Release Gate #2	Name of Person Picking Up is same as Box #1 ☐ Photo ID/Driver's License Checked ☐ Checked by (staff only): _____	4
*Parent – Requester completes the following once student has been located and taken to release gate #2:		
Completed by Parent/Requester at Release Gate #2	Requester Signature _____ Destination/Phone: _____ Address: _____ Time of Release: _____ Date: _____	5

Coversheet

Approve Voices Admission and Enrollment Policy

Section:	IV. Consent Items
Item:	G. Approve Voices Admission and Enrollment Policy
Purpose:	Vote
Submitted by:	
Related Material:	Revised Voices Admission and Enrollment Policy.pdf

Student

Admission And Enrollment

I. Introduction

The goal of the admission and enrollment policy of Voices College-Bound Language Academies (the “Charter School”) is to attract, enroll and retain at the Charter School the broadest spectrum of students and families who are representative of the rich diversity existing in the District. The Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations. The Charter School will not charge tuition and the Charter School will not discriminate in admissions against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

II. Requirements for Admission and Enrollment

The Charter School is open to any student in the State of California who meets the admission requirements described herein and in the charter petition. If the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, admission shall be determined by a public random drawing in accordance with the process described below.

In order to be eligible for admission and enrollment in the Charter School, students must meet the following eligibility requirements. In accordance with Education Code Section 47605(e)(4)(B), Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records before enrollment:

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 STUDENT POLICY – ADMISSIONS AND ENROLLMENT
 VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

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Student

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- In accordance with Education Code Section 48000(a), children must meet minimum age requirements for admission.

Students entering kindergarten must be five years of age on or before September 1st. Voices Academy will abide by future amendments to the Education Code regarding any applicable minimum age requirements. Proof of the child's age must be presented in accordance with Education Code Section 48002. If a student will turn five years of age **at any time** during the school year, that student may be eligible for admission to kindergarten on a case by case basis if (1) The governing board determines that the admittance is in the best interests of the child, and (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

Students entering transitional kindergarten must have their fifth birthday between September 2nd and February 2nd for admission in the 2022-23 school year; between September 2nd and April 2nd for admission in the 2023-24 school year; between September 2nd and June 2nd for admission in the 2024-25 school year; and in the 2025-26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to transitional kindergarten. In accordance with Education Code Section 48000(c)(3)(B), the Charter School may, at any time during a school year, admit a child to a transitional kindergarten program who will have his or her fifth birthday after the dates described above for 2022-23 through 2024-25, but during that same school year, with the approval of the parent or guardian, subject to the following conditions: (1) the governing board determines that the admittance is in the best interests of the child; and (2) the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall reside in the State of California.
- If enrolled in an independent study program, a student shall be documented as a resident of Santa Clara County or an adjacent county.
- A student who has been previously expelled from the Charter School or another educational institution may be admitted to the Charter School at the discretion of the governing board on a case-by-case basis and in accordance with the Charter School's suspension and expulsion procedures. A student who is expelled from any school for the offenses listed in Education Code Section 48915(a) or (c), if documented in CALPADS or otherwise known to the Charter School, shall not be permitted to enroll in the Charter

Student

School during the period of expulsion.

In order to ensure that all students will be placed appropriately and benefit fully from the educational program, the following pre-admission and pre-enrollment procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will have their offer of admission rescinded if a failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Submit a complete application for admission to the Charter School no later than the open enrollment deadline published for that school year.
- After admission, students will be required to submit an enrollment packet, which shall include the following:
 - Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English learner;
 - Home language survey;
 - Authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending¹;
 - Proof of immunization;
 - Proof of health examinations and oral examination required by the Health and Safety Code;
 - Proof of age;
 - Emergency Card;
 - Free or Reduced Price Meal Application;
 - Proof of residency;
 - Indication of whether the student has been expelled from a prior school²
 - Physician's Authorization to administer medication, if applicable.
- Parents/guardians/caregivers of students who are offered admission shall attend a pre-enrollment meeting or its equivalent.
- A signed Receipt of Family Handbook and Parent Agreement shall be returned to the Charter School.

Each enrollment packet will be reviewed by staff to ensure it is complete before enrolling the student.

Applications will include a description of the Charter School's formal dispute resolution process. Any student who feels that he or she has been denied admission for failure to meet the Charter School's Admission Requirements may follow the procedures outline in the dispute resolution

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

² Students under a current expulsion order may be unable to enroll.

Student

procedure.

III. Admission and Enrollment Process

There will be an open enrollment period each year, which will be advertised within the Charter School community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The processes for admission and enrollment proceeds as follows, (not necessarily in the exact order provided):

- The Charter School will determine class size/configuration for the school year and shall not decrease the capacity in any grade level after commencing the open enrollment period;
- The Charter School will solicit from current students their intention to return the following year;
- The Charter School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The Charter School will design program informational materials;
- The Charter School will plan one or more non-mandatory Information Meetings. The Charter School will actively recruit students throughout the community;
- The Charter School will schedule School Tours;
- The Charter School will establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;
- The Charter School will determine the number of returning students at each grade level;
- The Charter School will determine the number of new student applicants at each grade level;
- The Charter School will hold a public random drawing, if capacity is exceeded;
- The Charter School will notify the families of the applicants who are admitted and the families of the applicants who are not admitted;
- Non-admitted families will be placed on the waitlist in the order in which the students are drawn from the public random drawing. The Charter School will conduct subsequent public random drawings for students who complete the application process after the published deadline. These students will be added to the end of the waitlist in the order drawn during the subsequent public random drawing. In no event shall a student be added to the waitlist ahead of any student who participated in a prior open enrollment and public random drawing procedure in the same year, regardless of their respective preference groups.

In no circumstance will a waitlist carry over to the following school year. Once on the waitlist, a

Student

student would remain in that position for that particular school year until he/she is offered a spot in the Charter School or expresses no further interest. Students interested in transferring from other Voices College-Bound Language Academies charter schools will be placed at the end of the waitlist in the event no space is available at the time of the requested transfer.

If families from the waitlist are offered a position, they must accept that position within two business days of the notification. If the family declines or fails to respond within two business days, it will be removed from the waitlist. It is incumbent upon families to advise the Charter School of any changes to contact information.

IV. Admission Preferences

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of the students currently enrolled in the Charter School, who are guaranteed admission in the following school year.

Admission preference in the case of a public random drawing shall be given to the following students:

1. Siblings of students already enrolled or admitted into VMH.
2. Children of teachers or staff, not to exceed 10% of the total VMH enrollment (once enrollment reaches this percentage of staff members' children, preference provided to students in this category will be removed and students who do not qualify for any other preference categories will be moved to the general drawing for students who are not eligible for preference).
3. Students who qualify for free or reduced priced meals.
4. Students who reside in the Morgan Hill Unified School District.

Only students who currently attend VMH shall be exempt from the public random drawing should there be more applicants than spaces. The preferences/exemptions specified in the Charter are replaced by the approved preferences and the exemption for current VMH students specified above. These preferences may not be amended or deviated from without prior approval by the SCCBOE in accordance with all requirements of Education Code Section 47605(e)(2)(B).

In no event shall any waitlist carry over into future school years, instead all students, except existing VMH students, shall be subject to the application and open enrollment process for each new school year.

In no event shall a student who submitted their application after the close of the Open Enrollment Period and did not participate in the public random drawing be placed on a waitlist above any student who participated in a prior public random drawing for admission for the current year, regardless of whether the applicant would or would not qualify for one of the admission preferences granted during the Open Enrollment Period and public random drawings.

Student

V. Random, Public Drawings (Lottery)

Each Voices charter schools' lottery is conducted using the SchoolMint software lottery and application platform and is held every year in early March.

The Voices network, in collaboration with each Voices school site, chooses the day for the lottery each year and publishes it on our website as well as provides hard copies of the flyer of all Open Enrollment dates at each school site approximately 5 months in advance of the lottery. Voices' lotteries are staggered so families applying at multiple schools will be able to attend any and all lotteries for which they choose to be present. Attendance at Voices' lotteries is not mandatory nor is it required for admittance.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Applications received after the first open enrollment deadline will be run through the second public random drawing, held approximately one month after the first public random drawing. Names drawn in the second random public drawing shall be added to the end of the waitlist after the names from the first public random drawing. Subsequently a third public random drawing will be held following the same procedures.