Voices College-Bound Language Academies

Annual and Regular Board Meeting

Date and Time

Friday August 9, 2024 at 12:00 PM PDT

Location

715 Hellyer Ave., San Jose, Ca 95111
14271 Story Rd., San Jose, Ca 95127
201 28th St., Richmond CA 94804
321 E. Weber St., Stockton CA95202
17740 Peak Ave., Morgan Hill, CA 95037

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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.
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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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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 #205. 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 Felipe Deguer at fdeguer@voicescharterschool.com.
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 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.
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Agenda

		Purpose	Presenter
I.	**Opening Items**		
	Opening Items		

		Purpose	Presenter
A.	Record Attendance and Guests		Servando Sandoval
B.	Call the Meeting to Order		Servando Sandoval
C.	Approve Order of Agenda	Vote	Servando Sandoval
D.	Public Comment (on items not on the Agenda)		

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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. Board Business Discussion/Action Items

A.	Appoint New Board Members Maricruz Ruiz (Parent at Voices Morgan Hill) Sofía Rocha (Parent at Voices Flagship)	Vote	Servando Sandoval

III. Board Business: Consent Items

A.	Approve Minutes Approve minutes for Board Meeting on June 25, 2024	Approve Minutes	
B.	Approve Contract(s) Over $15,000 • Boys and Girls Club (After School Program) • FACES (After School Program Stockton) • Pacific Clinics (Counseling Support)	Vote	
C.	Approve 24-25 Bell Schedules for Voices FS, WCC, MP, MH and Stockton	Vote	
D.	Approve 24-25 Instructional Minutes for Voices FS, MH, MP, WCC, ST	Vote	

		Purpose	Presenter
E.	Approve Safety Plan	Vote	
F.	Approve Revised Polices -Independent Study -Student Use of Technology Policy	Vote	

IV. Board Business: Discussion/Action Items

A.	Review Board Roles and Responsibilities	FYI	Pedro Carreño
B.	Set Board Goals	Discuss	Pedro Carreño
C.	Elect New Officers Appoint Board Chair, Vice-chair, Secretary, Treasurer and President	Vote	Servando Sandoval
D.	Brown Act and Conflict of Interest Training for Charter School Board Members	FYI	Janelle
E.	Renewal Process Update	FYI	Janelle Ruley
F.	Form Board Advisory Committees	Vote	Pedro Carreño
G.	Set Committee Goals	Discuss	Pedro Carreño
H.	Adopt Board Meeting Schedule	Vote	Aldo Ramirez

- October 31, 2024
- December 12, 2024
- March 6, 2025
- June 5, 2025
- June 24, 2025

I.	Readopt Board Code of Ethics Resolution	Vote	Aldo Ramirez
J.	Finance Training	FYI	Josh Kemp
K.	Voices Academic Team Update	Discuss	Elizabeth Aguilar

V. Closed Session

		Purpose	Presenter
A.	Conference with Labor Negotiations (Pursuant to Gov. Code Section 54957.6) **Agency Designated Representative: Servando Sandoval, Board Chair** **Unrepresented Employee: Chief Executive Officer**	Discuss	
B.	Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957)	Discuss	

VI. Reconvene Open Session

A.	Report on action taken in closed session	FYI	
B.	Review and Possible Approval of Employment Agreement for Chief Executive Officer	Vote	Servando Sandoval

VII. Closing Items

A.	Adjourn Meeting	Vote	Servando Sandoval

Coversheet

Approve Minutes

Section:	III. Board Business: Consent Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 25, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Tuesday June 25, 2024 at 5:30 PM

Location
6840 Via Del Oro #205, San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond, CA 94804
321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057
1365 Locust St., Denver, CO 80220
40 Henderson PA, Palo Alto, CA 94306
34631 N Tom Darlington Dr., Scottsdale, AZ 85262

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Directors Present
A. Miller, D. Koren, I. Connell (remote), K. Wisckol, P. Carreño, S. Sandoval

Directors Absent
J. Nguyen

Directors who arrived after the meeting opened
P. Carreño

Guests Present
A. Ramirez, D. Flores, L. Ramirez

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 25, 2024 at 5:35 PM.
P. Carreño arrived.

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

No public comment.

II. Consent Items

A. Approve Minutes 6-11-24

A. Miller made a motion to approve the consent items. Board Meeting on 06-11-24.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Nguyen	Absent
K. Wisckol	Aye
P. Carreño	Aye
D. Koren	Aye
S. Sandoval	Aye
I. Connell	Aye
A. Miller	Aye

B. Adopt Revised Polices

A. Miller made a motion to approve the consent items with recommended adjustments.
K. Wisckol seconded the motion.
Alice requested all items approved with final adjustments as indicated by the legal council on the following items:

On page 22 of the Board packet, for universal meals, add TK.

On pages 26-27 of the Board packet, the legal council to confirm that visitors can be limited to 120 minutes twice a year and that Voices can prohibit them from hosting workshops, and that we need the Direct Certification since all students are eligible California,

On page 39 of the Board packet, conduct a final check on the Homeless transportation section since Alice understands that the school of origin is required to provide transportation. If the student was enrolled in a district school when they became homeless, it is their responsibility to provide transportation to Voices. Vice versa, if the student was enrolled at Voices when they became homeless and transferred to another school, it is Voices' responsibility to provide the transportation.

On page 59 of the Board packet, ensure that Voices has a Language advisory committee.

On page 82 of the Board packet, Voices ensures that Voices has a functioning Wellness Committee, meeting twice a year.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
I. Connell	Aye
K. Wisckol	Aye
D. Koren	Aye
P. Carreño	Aye
J. Nguyen	Absent
S. Sandoval	Aye

C. Rescind Combined Title IX Harassment, Intimidation Discrimitation & Bullying Policy

A. Miller made a motion to approve the consent items.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Koren	Aye
P. Carreño	Aye

Roll Call

I. Connell	Aye
K. Wisckol	Aye
J. Nguyen	Absent
S. Sandoval	Aye
A. Miller	Aye

D. Approve Voices Academies Employee Handbook for 24-25

A. Miller made a motion to approve the consent items.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
I. Connell	Aye
J. Nguyen	Absent
A. Miller	Aye
K. Wisckol	Aye
D. Koren	Aye
P. Carreño	Aye

E. Approve Contract for 24-25

A. Miller made a motion to approve consent items.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
J. Nguyen	Absent
I. Connell	Aye
K. Wisckol	Aye
P. Carreño	Aye
D. Koren	Aye
S. Sandoval	Aye

III. 24-25 Local Indicators Review and LCAP Approval

A. "Flagship" (FS) Review of Local Indicators and 24-25 LCAP Approval

Marie Moore presented the Local Indicators of the five schools (Flagship, Morgan Hill, Mount Pleasant, West Contra Costa, and Stockton) to the Board of Education. The Board of Education discussed increasing family participation during the Public Hearing component of the process for next year.
D. Koren made a motion to Approve Flagships LCAP for the 24-25 school year and 24-27 goals and actions.
K. Wisckol seconded the motion.

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

Roll Call

A. Miller	Aye
S. Sandoval	Aye
K. Wisckol	Aye
J. Nguyen	Absent
I. Connell	Aye
P. Carreño	Aye
D. Koren	Aye

B. Morgan Hill (MH) Review of Local Indicators and 24-25 LCAP Approval

D. Koren made a motion to Approve the Morgan Hill LCAP for the 24-25 school year and 24-27 goals and actions.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
J. Nguyen	Absent
A. Miller	Aye
P. Carreño	Aye
D. Koren	Aye
K. Wisckol	Aye
I. Connell	Aye

C. Mount Pleasant (MP) Review of Local Indicators and 24-25 LCAP Approval

D. Koren made a motion to Approve the Mount Pleasant LCAP for the 24-25 school year and 24-27 goals and actions.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Aye
A. Miller	Aye
S. Sandoval	Aye
I. Connell	Aye
J. Nguyen	Absent
D. Koren	Aye
K. Wisckol	Aye

D. West contra Costa (WCC) Review of Local Indicators and 24-25 LCAP Approval

D. Koren made a motion to Approve the West Contra Costa LCAP for the 24-25 school year and 24-27 goals and actions.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
A. Miller	Aye
D. Koren	Aye
J. Nguyen	Absent
P. Carreño	Aye

E. Stockton (ST) Review of Local Indicators and 24-25 LCAP Approval

D. Koren made a motion to Approve the Stockton LCAP for the 24-25 school year and 24-27 goals and actions.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
S. Sandoval	Aye
K. Wisckol	Aye
J. Nguyen	Absent
D. Koren	Aye
P. Carreño	Aye
I. Connell	Aye

IV. Finance/Budget

A. 2024-25 Budget – Review, discussion, and approval of budget for the 24-25 school year (each school separately)

Josh Kemp presented the proposed 24-25 budget for Voices Flagship.
A. Miller made a motion to approve the Voices Flagship 24-25 budget.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
I. Connell	Aye
J. Nguyen	Absent
P. Carreño	Aye
K. Wisckol	Aye
A. Miller	Aye
D. Koren	Aye

Josh Kemp presented the proposed 24-25 budget for Voices Morgan Hill.
A. Miller made a motion to approve the Voices Morgan Hill 24-25 budget.
D. Koren seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye

Roll Call

I. Connell Aye
S. Sandoval Aye
D. Koren Aye
J. Nguyen Absent
K. Wisckol Aye
P. Carreño Aye

Josh Kemp presented the proposed 24-25 budget for Voices Mount Pleasant.
A. Miller made a motion to approve the Voices Mount Pleasant 24-25 budget.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell Aye
P. Carreño Aye
J. Nguyen Absent
D. Koren Aye
S. Sandoval Aye
A. Miller Aye
K. Wisckol Aye

Josh Kemp presented the proposed 24-25 budget for Voices West Contra Costa.
A. Miller made a motion to approve the Voices West Contra Costa 24-25 budget.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño Aye
S. Sandoval Aye
J. Nguyen Absent
I. Connell Aye
A. Miller Aye
K. Wisckol Aye
D. Koren Aye

Josh Kemp presented the proposed 24-25 budget for Voices Stockton.
A. Miller made a motion to to approve the Voices Stockton 24-25 budget.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller Aye
S. Sandoval Aye
I. Connell Aye
D. Koren Aye
P. Carreño Aye
J. Nguyen Absent
K. Wisckol Aye

B.

Approval of 2024-25 Consolidated Application (ConApp) for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa for the use or rejection of Categorical Funds

D. Koren made a motion to approve the 24-25 Consolidated Applications (ConApp) for Voices Flagship, Morgan Hill, Mount Pleasant, West Contra Costa, and Voices Stockton.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Koren	Aye
J. Nguyen	Absent
I. Connell	Aye
P. Carreño	Aye
S. Sandoval	Aye
K. Wisckol	Aye
A. Miller	Aye

C. Approval of 2023-24 EPA Expenditures – Actuals for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

D. Koren made a motion to approve the 23-24 EPA Expenditures for Voices Flagship, Morgan Hill, Mount Pleasant, West Contra Costa, and Voices Stockton.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Aye
J. Nguyen	Absent
S. Sandoval	Aye
A. Miller	Aye
K. Wisckol	Aye
D. Koren	Aye
I. Connell	Aye

D. Approval of 2024-25 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

A. Miller made a motion to approve the 24-25 EPA Estimated Expenditure Plans for Voices Flagship, Morgan Hill, Mount Pleasant, West Contra Costa, and Voices Stockton.

D. Koren seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
A. Miller	Aye
J. Nguyen	Absent
S. Sandoval	Aye
K. Wisckol	Aye
P. Carreño	Aye
D. Koren	Aye

E. Approval of FY24 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

A. Miller made a motion to approve the FY24 Prop 28 Arts & Music in Schools (AMS) Annual Report for Voices Flagship, Morgan Hill, Mount Pleasant, West Contra Costa, and Voices Stockton.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
J. Nguyen	Absent
P. Carreño	Aye
S. Sandoval	Aye
D. Koren	Aye
A. Miller	Aye
K. Wisckol	Aye

V. Board Business

A. Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST

Aldo Ramirez reviewed the Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plans and gave the opportunity to provide feedback.

B. 401K Audit Review

Lizzette Ramires discussed the outcomes of the 401K Audit Review and explained the need for a Board review. It was said that the Finance Committee included a review of findings and program review during the 2023-2024 school year.

C. Update to the ELOP Plan

D. Koren made a motion to approve the changes to the ELOP as recommended by the staff.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
K. Wisckol	Aye
S. Sandoval	Aye
I. Connell	Aye
P. Carreño	Aye
J. Nguyen	Absent
D. Koren	Aye

D. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

Aldo Ramirez presented the review of comparable compensation data for Charte School CEOs/Executive Directors/Heads of School to the Board of Education. The Board of Education had the opportunity to comment and ask clarifying questions.

E. Determine 24-25 Board Meeting Dates

The Board discussed having the Board Annual Meeting on August 9, pending the ability of Board member Nguyen.

VI. Reconvene Open Session

A. Report on action taken in closed session

No action was taken in the closed session.

VII. Closing Items

A. Adjourn Meeting

A. Miller made a motion to adjourn the meeting.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
S. Sandoval	Aye
J. Nguyen	Absent
I. Connell	Aye
K. Wisckol	Aye
P. Carreño	Aye
D. Koren	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:58 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve Contract(s) Over $15,000

Section:	III. Board Business: Consent Items
Item:	B. Approve Contract(s) Over $15,000
Purpose:	Vote
Submitted by:	
Related Material:	BGC 24-25 ASES_ELOP Budget_Voices.xlsx.pdf PC SBIT Bay Voices Tiered Services Contract 24_25 SY (002).pdf BGC 24-27 MOU SY_Summer_Voices.pdf Faces 24-25 Voices After-School Budget Breakdown 24_25.pdf FACES ELOP_ASES SY24-25 MOU.pdf

GREAT FUTURES START HERE.

BOYS & GIRLS CLUBS OF SILICON VALLEY

PROJECT BUDGET (SINGLE SITE)		
Project Name:	Flagship, Morgan Hill, West Contra Costa	Mt Pleasant
Project Dates:	SY2024-2025	SY2024-2025
Instructional Days:	180	180
Operating Hours:	20+ hrs/wk	20+ hrs/wk
Number of Students:	100	50
Cost per Student:	$ 3,475.19	$ 4,463.13
Cost per Student per Day:	$ 19.31	$ 24.80

EXPENSES	Per Site	Mt Pleasant
Personnel*		
PT TK/K Specialist - 1-2 @ $25.25/hr x 1045hrs	$ 60,968	$ 30,484
PT Specialists - 2-4 @ $25.25/hr x 1045hrs	$ 121,936	$ 60,968
FT Director - 1 @ $40.38/hr x 1760hrs	$ 88,609	$ 88,609
Regional Director - 1 @ .0583 - .1163 FTE	$ 12,886	$ 6,443
Operations Staff - 3 @ .0125 - .0250 FTE	$ 10,387	$ 5,193
Total Personnel Costs	$ 294,785	$ 191,697
Non-Labor		
Program Supplies	$ 9,000	$ 4,500
Staff Development, Materials & Travel	$ 1,800	$ 800
Field Trips	$ 1,000	$ 500
Misc. (cell phone, mileage, meals)	$ 1,250	$ 600
Office & General	$ 1,250	$ 600
Uniforms	$ 1,200	$ 550
Total Non-Labor Costs	15,500	7,550
Administration (~12%)	$ 37,234	$ 23,910
SUB-TOTAL:	**$ 347,519.11**	**$ 223,156.36**

*includes benefits and taxes (15.53% PTE & 24.68% FTE)

TOTAL $ 1,265,713.70

7/30/2024

MASTER CONTRACT
BETWEEN PACIFIC CLINICS
AND
VOICES COLLEGE-BOUND LANGUAGES ACADEMIES

This Agreement is between Voices College-Bound Languages Academies, a Local Education Agency (LEA), whose address is 6840 Via Del Oro Suite 160, San Jose, CA 95119, and PACIFIC CLINICS ("CONTRACTOR"), a non-profit 501(c)(3) corporation, whose address is 499 Loma Alta Ave, Los Gatos, CA 95030.

RECITALS

WHEREAS, Voices College-Bound Languages Academies is in need of services for students across school sites.

WHEREAS, CONTRACTOR provides services in the geographic area where services are needed;

WHEREAS, CONTRACTOR desires to provide services pursuant to the terms and conditions of this Agreement; and

WHEREAS, Voices College-Bound Languages Academies desires to contract with CONTRACTOR to provide the services described in this Agreement.

THEREFORE, in consideration of the mutual covenants and agreements, the parties hereto agree as follows:

1. SCOPE OF SERVICE.

a. CONTRACTOR agrees to provide services which include direct student services (1:1, groups), educator coaching, modeling, and consultation, workshops, case management, plan development, linkage, and other services required based on the direction of the Voices College-Bound Languages Academies leadership team. Services will be provided across settings (e.g. virtual, school sites, in homes, and in the community).

2. TERM. This Agreement shall begin on **August 19th, 2024,** and shall terminate on **June 6th, 2025** (Title 5 California Code of Regulations §3062(a)), unless the agreement is terminated earlier, as provided in Section 3 below. Neither the CONTRACTOR nor Voices College-Bound Languages Academies is required to renew this Agreement in subsequent contract years. However, the parties acknowledge that any subsequent Agreement is to be re-negotiated prior to **June 6th, 2025**. (Title 5 California Code of Regulations § 3062(d)).

3. TERMINATION.

a. Non-Allocation of Funds. - The terms of this Agreement, and the services to be provided thereunder, are contingent on the approval of funds by the appropriating agency. Should sufficient funds not be allocated, the services provided may be modified, or this Agreement terminated at any time by giving the CONTRACTOR thirty (30) days advance written notice.

b. **Termination for Cause** – Voices College-Bound Languages Academies may immediately suspend or terminate this Agreement in whole or in part, in the event of:

i. An illegal or improper use of funds;

ii. A failure to comply with any material term of this Agreement;

iii. A substantially incorrect or incomplete report submitted to the Sunnyvale School District;

iv. Improperly performed service.

c. **Without Cause** - Under circumstances other than those set forth above, this Agreement may be terminated by either party upon the giving of twenty (20) days advance written notice of an intention to terminate.

4. COMPENSATION.

Voices College-Bound Languages Academies agrees to pay CONTRACTOR and CONTRACTOR agrees to receive compensation as described below:

a. **Total maximum of $276,300** for services provided between August 19th, 2024 – June 6th, 2025.

b. **Monthly flat rate of $27,630** made August 2024-May 2025.

c. Services not to exceed a **maximum contract of $276,300** within the effective dates of this agreement. Any additional services will require a service amendment to this agreement.

d. Payments by Voices College-Bound Languages Academies shall be in arrears, for services provided during the preceding month, within thirty (30) days after receipt.

e. Refer to EXHIBIT A for details.

5. INVOICING. CONTRACTOR shall invoice Voices College-Bound Languages Academies monthly addressed to the LEA and mailed to the billing address: Voices College-Bound Languages Academies, 6840 Via Del Oro Suite 160, San Jose, CA 95119.

6. RIGHT TO WITHHOLD PAYMENT.

a. Voices College-Bound Languages Academies may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR was overpaid by Voices College-Bound Languages Academies as determined by inspection, review, and/or audit of its program, work, and/or records; or (c) education and/or related services are provided to Voices College-Bound Languages Academies pupils by personnel who are not appropriately credentialed, licensed, or otherwise qualified.

b. The amount which may be withheld by Voices College-Bound Languages Academies with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; or (c) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified.

c. If Voices College-Bound Languages Academies determines that cause exists to withhold payment to CONTRACTOR, Voices College-Bound Languages Academies shall, within ten (10) business days of receipt of such invoice, provide to CONTRACTOR written notice that Voices College-Bound Languages Academies is withholding payment. Such notice shall specify the basis

or bases for Voices College-Bound Languages Academies' withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for Voices College-Bound Languages Academies' withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, Voices College-Bound Languages Academies shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

7. INSPECTION AND AUDIT.

a. CONTRACTOR shall maintain and Voices College-Bound Languages Academies shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

b. CONTRACTOR shall provide access to Voices College-Bound Languages Academies to all records including, but not limited to: "pupil records" as defined by California Education Code § 49061(b). CONTRACTOR shall make available to Voices College-Bound Languages Academiesall budgetary information including operating budgets submitted by CONTRACTOR to Voices College-Bound Languages Academies for the relevant contract period being audited.

8. INDEPENDENT CONTRACTOR. In performance of the work, duties, and obligations assumed by CONTRACTOR under this Agreement, it is mutually understood and agreed that CONTRACTOR, including any and all of CONTRACTOR's officers, agents and employees will at all times be acting and performing as an independent contractor, and shall act in an independent capacity and not as an officer, agent, servant, employee, joint venturer, partner, or associate of Voices College-Bound Languages Academies. Furthermore, Voices College-Bound Languages Academies shall have no right to control or supervise or direct the manner or method by which CONTRACTOR shall perform its work and function. However, Voices College-Bound Languages Academies shall retain the right to administer this Agreement so as to verify that CONTRACTOR is performing its obligations in accordance with the terms and conditions thereof. CONTRACTOR and Voices College-Bound Languages Academies shall comply with all applicable provisions of law and the rules and regulations, if any, of regulatory authorities having jurisdiction over matters the subject thereof.

Because of its status as an independent contractor, CONTRACTOR shall have no right to employment rights and benefits available to Voices College-Bound Languages Academies employees. CONTRACTOR shall be solely liable and responsible for providing to, or on behalf of, its employees all legally-required employee benefits. In addition, CONTRACTOR shall be solely responsible and save Voices College-Bound Languages Academies harmless from all matters relating to payment of CONTRACTOR's employees, including compliance with Social Security, withholding, and all other regulations governing such matters. It is acknowledged that during the term of this Agreement, CONTRACTOR may be providing services to others unrelated to Voices College-Bound Languages Academies or to this Agreement.

9. MODIFICATION/AMENDMENTS. This Agreement may be amended only by a written document executed by the CONTRACTOR and Voices College-Bound Languages Academies, or by order of the Office of Administrative Hearing (OAH) or by a court of competent jurisdiction.

10. **NON-ASSIGNMENT**. Neither party shall assign, transfer, or subcontract this Agreement nor their rights or duties under this Agreement with Voices College-Bound Languages Academies out the prior written consent of the other party.

11. **INDEMNITY**. CONTRACTOR agrees to indemnify, save, and hold harmless Voices College-Bound Languages Academies, its officers, agents and employees from any and all costs and expenses, damages, liabilities, claims and losses occurring or resulting to Voices College-Bound Languages Academies in connection with the performance, or failure to perform, by CONTRACTOR, its officers, agents or employees under this Agreement, and from any and all costs and expenses, damages, liabilities, claims and losses occurring or resulting to any person, firm or corporation who may be injured or damaged by the performance, or failure to perform, of CONTRACTOR, its officers, agents or employees under this Agreement.

12. **INSURANCE.** CONTRACTOR, shall maintain in full force and effect the following insurance policies throughout the term of this Agreement:

a. Comprehensive General Liability Insurance with limits of not less than One Million Dollars ($1,000,000.00) per occurrence.

b. Professional Liability (Malpractice) Insurance with limits of not less than One Million Dollars ($1,000,000.00) per occurrence, Three Million Dollars ($3,000,000.00) annual aggregate.

c. A policy of worker's compensation insurance as required by the California Labor Code.

13. **RECORDS**. CONTRACTOR shall maintain a record of services provided, including the goals and objectives of the treatment plan, and how the therapy provided is achieving the goals and objectives.

14. **REPORTS.** Reports are not required on a regular basis; however, CONTRACTOR agrees to provide report(s) to Voices College-Bound Languages Academies, from time to time, upon request.

15. **COMPLIANCE WITH REGULATORY REQUIREMENTS**. During the term of this Agreement, the CONTRACTOR and Voices College-Bound Languages Academies shall comply with all applicable federal and state laws and regulations relating to education services. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with Voices College-Bound Languages Academies policies and shall indemnify Voices College-Bound Languages Academies under the provisions of section 11 of this Agreement for all liability, loss, damage, and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with Voices College-Bound Languages Academies policies. The CONTRACTOR shall comply with those policies, relating to among other things, the provision of education services, Voices College-Bound Languages Academies pupil enrollment and transfer, Voices College-Bound Languages Academies pupil inactive status, corporal punishment, pupil discipline, and positive behavior interventions.

16. **CERTIFICATION.** CONTRACTOR is certified by the California Department of Education ("CDE") as a nonpublic, nonsectarian school/agency. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code §56366.2 will be provided to Voices College-Bound Languages Academies as soon as it is received.

17. **RIGHT TO REPORT MASTER CONTRACT VIOLATIONS.** CONTRACTOR and Voices College-Bound Languages Academies acknowledge and understand that either party may report to the CDE any violations of the provisions of this Agreement; and that this may result in the suspension and/or

revocation of CDE nonpublic school/agency certification pursuant to California Education Code §56366.4(a) or action by the CDE against Sunnyvale School District.

18. CONFIDENTIALITY. CONTRACTOR shall comply with applicable laws and regulations, including but not limited to §5328 et seq. of the Welfare and Institutions Code regarding the confidentiality of patient information.

a. CONTRACTOR shall protect, from unauthorized disclosure, names and other identifying information concerning persons receiving services pursuant to this contract, except for statistical information. This pertains to any and all persons receiving services pursuant to a Sunnyvale School District-funded program. CONTRACTOR shall not use such identifying information for any purpose other than carrying out the CONTRACTOR's obligations under this contract.

b. CONTRACTOR shall not disclose, except as otherwise specifically permitted by this contract or authorized by the client/student, any such identifying information to anyone other than Voices College-Bound Languages Academies or the State without prior written authorization from the Voices College-Bound Languages Academies or State in accordance with State and Federal laws.

c. For purposes of the above paragraphs, identifying information shall include, but not be limited to, name, identifying number, symbol or other identifying particular assigned to the individual, such as finger or voice print, or a photograph.

19. NONDISCRIMINATION.CONTRACTOR shall not employ any unlawful discriminatory practices in the admission of clients/students, assignment of accommodations, treatment, evaluation, employment of personnel, or in any other respect on the basis of age , ancestry, color, disability (mental and physical), including HIV and AIDS, ethnic group identification, family and medical care leave, marital status, medical condition (cancer/genetic characteristics), national origin, pregnancy disability leave, political belief, race, reasonable accommodation, religious creed, sex/gender, or sexual orientation in accordance with the requirements of applicable Federal or State Law.

a. During the performance of this contract, CONTRACTOR shall not unlawfully discriminate against any employee or applicant for employment because of age , ancestry, color, disability (mental and physical), including HIV and AIDS, ethnic group identification, family and medical care leave, marital status, medical condition (cancer/genetic characteristics), national origin, pregnancy disability leave, political belief, race, reasonable accommodation, religious creed, sex/gender, or sexual orientation. CONTRACTOR shall comply with the provisions of the Americans with Disabilities Act of 1990, the Fair Employment and Housing Act (Government Code, §12900, et. seq.), and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, §7285 et seq.). CONTRACTOR shall ensure that the evaluation and treatment of its employees and applicants for employment are free of such discrimination. The applicable regulations of the Fair Employment and Housing Commission implementing Government Code, §12990, set forth in Chapter 5, Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as if set forth in full. CONTRACTOR shall give written notice of its obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

b. CONTRACTOR shall comply with the provisions of §504 of the Rehabilitation Act of 1973, as amended, pertaining to the prohibition of discrimination against qualified disabled persons in all federally assisted programs or activities.

20. **CLIENTS' RIGHTS**. CONTRACTOR shall comply with applicable laws and regulations, including but not limited to, laws, regulations, and State policies relating to clients' rights.

21. **CONFLICTS OF INTEREST.**

a. CONTRACTOR shall provide Voices College-Bound Languages Academies with a copy of its current bylaws and a current list of its Board of Directors if it is incorporated. CONTRACTOR and any member of its Board of Directors shall avoid any relationship with Voices College-Bound Languages Academies that constitutes or may constitute a conflict of interest pursuant to California Education Code §56042 and including, but not limited to, employment with Voices College-Bound Languages Academies, provision of private party assessments and/or reports, and attendance at IEP/IFSP team meetings acting as a pupil's advocate.

b. When CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code §56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by Voices College-Bound Languages Academies if provided by an individual who was an employee of Voices College-Bound Languages Academies within the three hundred and sixty five (365) days prior to executing this Agreement. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by Voices College-Bound Languages Academies.

22. **AUDITS AND INSPECTIONS**. CONTRACTOR shall at any time during business hours, and as often as Voices College-Bound Languages Academies may deem necessary, make available to Voices College-Bound Languages Academies for examination all of its records and data with respect to the matters covered by this Agreement. The CONTRACTOR shall, upon request by Voices College-Bound Languages Academies, permit Voices College-Bound Languages Academies to audit and inspect all such records and data necessary to ensure CONTRACTOR's compliance with the terms of this Agreement.

23. **NOTICES**. The persons and their addresses having authority to give and receive notices under this Agreement include the following:

Voices College-Bound Languages Academies	CONTRACTOR
	Kim M. Wells, Chief Legal Officer
	Pacific Clinics
6840 Via Del Oro, Suite 160	499 Loma Alta Ave
San Jose, CA 95119	Los Gatos, CA 95030

Any and all notices between Voices College-Bound Languages Academies and the CONTRACTOR provided for or permitted under this Agreement or by law shall be in writing and shall be deemed duly served when personally delivered to one of the parties, or in lieu of such personal service, when deposited in the United States Mail, postage prepaid, addressed to such party.

24. **VENUE/GOVERNING LAW**. This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. In the event that a suit is brought by either party, the parties agree that any state court action will be venued in the County of Santa Clara.

25. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the CONTRACTOR and Voices College-Bound Languages Academies with respect to the subject matter hereof and supersedes all previous agreement negotiations, proposals, commitments, writings, advertisements, publications, and understandings of any nature whatsoever unless expressly included in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

	CONTRACTOR:
Voices College-Bound Languages Academies	Pacific Clinics
By_____	By _____
Print Name:	Print Name: Kim M. Wells
Title:	Title: Chief Legal Officer
Tax I.D. No: _____	Tax I.D. No.: 94-2295953
Date: _____	Date: _____

EXHIBIT A

Contract Service Fee Schedule

Service Period: 2024/2025 School Year August 19th, 2024 - June 6th, 2025

Staffing	FTE	Rate ($/Week)	Weeks	Dollars
SBIT Behavior Intervention Staff	1.50	$3,950	36	$213,300
Supervision Clinical Risk Management	0.25	$7,000	36	$63,000
				$276,300
Fixed Monthly Bill Amount (10 Months: August-May)				$27,630.00
Billing Method: Monthly Flat Rate **Payment Term:** Net 30				

Contract maximum: $276,300

Contract Limits:
The number of hours and rates should not exceed the stated agreement above. Hours in excess of agreement will require a contract amendment.

Scope of Services includes:

- Direct Student Services (1:1, groups)
- Case management & Linkage
- Plan Development
- Caregiver Coaching
- Educator Coaching and Modeling
- Workshops

MEMORANDUM OF UNDERSTANDING (MOU) 2024-2027
AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM GRANT
AND
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT

By this agreement made and entered into on _____ ("Effective Date") between VOICES ACADEMIES (hereinafter referred to as **PARTNER**), and the BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this MOU shall commence on August 1, 2024 (the "Commencement Date") and shall be automatically renewed every year for up to three (3) years from the commencement date of this agreement unless sooner terminated in accordance with the terms of this MOU. Regardless of the date of execution of this MOU, this MOU is effective as of the Commencement Date.

Prior to the automatic renewal of this agreement, an annual review of provisions (e.g., cost, program elements, enrollment, staffing, etc.) shall be completed by PARTNER and PROVIDER with substantive changes reflected as amendments to this agreement.

B. DUAL FUNDING: A dual-funded or blended-funded program site is one that receives both After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP) funding for expanded learning programs with both funded programs operating as one. All Voices locations—Flagship, Morgan Hill, Mount Pleasant and West Contra Costa—are dual-funded programs.

C. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Locations

- PROVIDER will operate programs at the following location(s):

Voices Flagship	Voices Morgan Hill	Voices Mount Pleasant
715 Hellyer Avenue	16505 Monterey Road	14271 Story Road
San Jose, CA 95111	Morgan Hill, CA 95037	San Jose, CA 95127

Voices West Contra Costa
201 28th Street
Richmond, CA 94804

Hours of Operation

- PROVIDER will ensure that the program will operate every regular school day during the regular school year for 180 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 7:00 p.m.

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- **EXCLUSIONS**: PROVIDER is allowed to close up to three days for training purposes as allowed by California Department of Education (CDE) guidelines. Proper notification of at least three weeks in advance will be given to PARTNER staff, students and families.

Early Release Policy

- PROVIDER will use an agreed upon Early Release policy and apply it on a student-by-student basis. Although students may be released early based on the established policy, the program must remain open until 7:00 p.m. during school year programming.

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:10 for students in transitional kindergarten (TK) and kindergarten (K) and 1:20 for students in grades 1-8.
- Capacity enrollment for school year programming by location is as follows:

Location	Capacity	TK/K Capacity
Voices Flagship	100	20
Voices Morgan Hill	100	20
Voices Mount Pleasant	50	10
Voices West Contra Costa	100	20

- In a program school year, attendance goals are 85 percent of the targeted attendance. Aggregate annual attendance goals for the programs are as follows:

Location	Capacity	Goal
Voices Flagship	100	85
Voices Morgan Hill	100	85
Voices Mount Pleasant	50	42.5
Voices West Contra Costa	100	85

- The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:

    - An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science or computer training.
    - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness

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activities, career-technical education and prevention activities. Other learning support opportunities may include service-learning and mentoring.

- When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school. PARTNER has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.

- PROVIDER will facilitate and/or support enrichment programming (i.e., "Enrichment Block") during the 3:00 p.m. to 4:00 p.m.—a mandatory component of students' academic school day. PROVIDER will use curricula developed by VOICES and will use instructional practices in accordance with training that VOICES will provide to PROVIDER. All materials and supplies related to the successful execution of this "Enrichment Block" will be provided by VOICES to PROVIDER.
- The program will offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. PROVIDER will distribute snacks from PARTNER's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks and completing any necessary documentation.
- PROVIDER shall identify third parties for program enhancement (music, arts, field trips, etc.), if applicable, but shall confirm that such third parties are acceptable to PARTNER prior to contracting with them.

Enrollment Process/Priority

PROVIDER will work collaboratively with the school principal to prioritize identified unduplicated pupils (e.g., students experiencing homelessness, foster youth, socioeconomically disadvantaged youth, and English learners) for outreach and enrollment in the program. If further prioritization is needed due to space and availability, PROVIDER will work collaboratively with the school principal using the following as an order for enrollment:

1. First priority for enrollment is given to students who are identified in the district's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
2. Socioeconomically disadvantaged youth and English language learners
    a. Students not meeting standard on SBAC ELA and/or Math or Students OR **Three or more grade levels below** in iReady Reading or Math OR **TK students who did not attend preschool.**
    b. Students **nearly meeting standard** on SBAC ELA and/or Math or Students OR **One or two or more grade levels below** in iReady Reading or Math.
    c. Students **meeting standard** on SBAC ELA and/or Math or Students OR **Early on grade level** in iReady Reading or Math.
    d. Students **exceeding standard** on SBAC ELA and/or Math or Students OR **Mid or above grade level** in iReady Reading or Math.
3. Reclassified English language learners
    a. Students **not meeting standard** on SBAC ELA and/or Math or Students OR **Three or more grade levels below** in iReady Reading or Math OR **TK students who did not attend preschool.**
    b. Students **nearly meeting standard** on SBAC ELA and/or Math or Students OR **One or two or more grade levels below** in iReady Reading or Math.

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c. Students **meeting standard** on SBAC ELA and/or Math or Students OR **Early on grade level** in iReady Reading or Math.
d. Students **exceeding standard** on SBAC ELA and/or Math or Students OR **Mid or above grade level** in iReady Reading or Math.

- The school principal may decide to open enrollment to other students depending on individual cases with mitigating factors.

Staffing/Hiring

- Minimum staff to student ratio is 1:10 for transitional kindergarten (TK) and kindergarten (K) and a minimum staff to student ratio is 1:20 for students in grades 1-8.
- PROVIDER will do its own hiring and training of such staff and work collaboratively with the site principal to align the goals and needs of the specific school.

Attendance/Behavior Management

- PROVIDER will take daily attendance and check the school's Daily Attendance Report (provided by Office Manager). PROVIDER will call parents/families of any student who was present during the regular school day but absent from the Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.
- PROVIDER will check the school site's Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- PROVIDER will maintain an average daily attendance of 85 percent of the maximum total (e.g., 85 of 100 students).
- PROVIDER will be responsible for training its staff on behavior management and will work collaboratively with the school's staff and principal to align the behavior expectations. PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the Program for students who are consistently absent or not following guidelines. Any such actions will need to be communicated to the school.

Data Collection, Reporting and Sharing

- PROVIDER will work collaboratively with PARTNER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs. Due dates to PARTNER are as follows:
    - 10 Business days before January 31 and 10 business days before July 31 for the **semi-annual attendance reports**;
    - 10 business days before October 31, 10 business days before January 31, 10 business days before April 30 and 10 business days before July 31 for the **quarterly expenditure reports**; and
    - 40 business days (approximately 8 weeks) before October 15 for the **annual evaluation reports.**

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- PROVIDER will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and PARTNER (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep all financial and attendance records for five years and will provide access upon request. PROVIDER will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to PARTNER according to the specified time line above.
- PROVIDER will complete and return daily the snack production records to Child Nutrition Services.
- PROVIDER agrees to comply with PARTNER's data sharing policies ensuring that personally identifiable information ("PII") contained in students' records remains confidential.

Program Effectiveness

- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of PARTNER and school(s).

Facilities

- The physical location where the Program is implemented will be designated as the program site.
- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of PARTNER'S property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by PARTNER's maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.).
- PROVIDER will conduct a daily opening and closing checklist and report any concerns to PARTNER's Facilities and Safety Manager, immediately.
- PROVIDER shall give prompt notice to the PARTNER's designee in case of fire, accident or other occurrence at the school(s).
- PROVIDER will take all reasonable efforts and actions to resolve accidents (i.e., calling emergency response, preparation of incident report, etc.) for, with or on behalf of PARTNER.

D. PARTNER OBLIGATIONS: For the period of this MOU, PARTNER shall provide the following:

Enrollment Process/Priority

- First priority for enrollment is given to students who are identified in the district's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
- PARTNER will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students. All student information and assessment data is subject to the Data Protection Agreement between the parties.
- The school will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

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Attendance/Behavior Management

- The school Office Manager will provide Daily Attendance Reports in PROVIDER's mailbox.
- The school staff and principal will work cooperatively with PROVIDER to ensure positive attendance and behavior management.
- PARTNER will work collaboratively with PROVIDER to assess the needs of Individualized Education Program (IEP) students. PARTNER may provide additional support during the after school and/or summer program as needed to ensure student success and safety of the program.

Data Collection, Reporting and Sharing

- PARTNER will work collaboratively with PROVIDER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs.
- PARTNER will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PARTNER will share with PROVIDER a number of different data files and fields to deliver services and assess program effectiveness and student achievement across summer and school year. Data may include: grade reports, standardized test results, school attendance reports and Individualized Education Program (IEP) plans.

Enrichment Block

- VOICES will provide curricula, training, ongoing coaching, materials, supplies, equipment, storage and instructional space to PROVIDER for the successful facilitation of the mandatory daily "Enrichment Block", between 3:00 p.m. and 4:00 p.m., Monday through Friday.

Program Effectiveness

- PARTNER will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the Program to align with PARTNER and school goals.
- PARTNER will include PROVIDER's staff in appropriate staff development (e.g., behavioral interventions, social-emotional wellness methods, language arts, math, etc.).

Facilities

- The physical location where the Program is implemented will be designated as the program sites.
- PARTNER will provide space as needed, to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms and storage.
- PARTNER will provide technology (i.e., student-assigned devices) for student use and internet and telephone for both staff and student use with PROVIDER adhering to PARTNER's staff and student use of technology policies with PROVIDER responsible for replacement of lost, damaged or stolen equipment.
- PARTNER will provide secure space for the storage of PROVIDER's office supplies, program supplies and PROVIDER's employees' personal effects.
- PARTNER will provide office/desk space for PROVIDER's Regional Director, each school site's respective Unit Director and Assistant Unit Director, if applicable.
- PARTNER will provide access to non-exclusive use of the parking lot located on school site.
- PARTNER will provide all water, electricity, lighting, heating, and trash removal service.

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- PARTNER will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).
- PARTNER will provide security, i.e., process of securing buildings and school alarms as necessary.
- PARTNER will provide access codes and alarm codes for each location. PROVIDER shall be responsible for any damage, theft, fire, death, personal injury, fines, or penalties resulting from PROVIDER's use thereof. PROVIDER acknowledges and agrees building access and alarm codes are highly confidential and agrees to handle such information accordingly.
- PARTNER will provide access to or will assign PARTNER Equipment, which may include but is not limited to keys, key-fobs and front office equipment ("Equipment"). PROVIDER understands and acknowledges PROVIDER is responsible for the Equipment issued to PROVIDER; PROVIDER will use the Equipment in the manner intended; PROVIDER is responsible for any damage done to Equipment, normal wear and tear excepted. Upon termination of this Agreement, PROVIDER shall return all Equipment in proper working order, normal wear and tear excepted.

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E. COMPENSATION: For the full performance of this MOU, VOICES shall pay PROVIDER $1,265,713 as follows: (1) Voices Flagship ($347,519), (2) Voices Morgan Hill ($347,519), (3) Voices Mount Pleasant ($223,156) and (4) Voices West Contra Costa ($347,519).

F. PAYMENT TERMS: Payment to be made as follows:

PARTNER shall pay PROVIDER in ten equal monthly installments beginning with the execution of this MOU. PROVIDER shall submit an invoice to generate payment. Payment shall be paid within two business weeks of receipt of invoice.

Billing Address:
Voices Academies
Attn/Title:
Address:

G. PERIOD OF MOU: PROVIDER's work as specified in this MOU shall commence on August 1, 2024 and shall be completed on or before July 31, 2027.

H. INSURANCE: Reference General Terms and Conditions, G.2.
The evidence of insurance is attached.

I. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and save harmless PARTNER, its affiliates, and each of their board of directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury,

including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of PARTNER. This obligation shall continue beyond the term of this MOU as to any act or omission which occurred during or under this MOU. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as may be reasonably necessary to assure compliance with the Indemnification provision, herein above. PARTNER shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide copies of the required policies of insurance to PARTNER.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this MOU because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. CONFLICT OF INTEREST: Before executing this MOU, PROVIDER shall disclose to PARTNER the identities of any board member, officer, or employee of PARTNER, or relatives thereof, who PROVIDER knows of should know will have any financial interest resulting from this MOU.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this MOU. If other than a natural person, PROVIDER is duly authorized to enter into this MOU by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this MOU.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this MOU, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other PROVIDERs as necessary for the completion of this MOU and shall maintain workers' compensation insurance as required by state law. PARTNER shall not control, direct, or supervise PROVIDER's additional workers or PROVIDERs in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or PROVIDERs and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. PROVIDER shall not hire employees of PARTNER for performance of this MOU.

8. ASSIGNMENT: Without the written consent of PARTNER, this MOU is not assignable by PROVIDER.

9. SUCCESSORS AND ASSIGNS: This MOU shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees.

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PROVIDER shall not permit any employees to have any contact with PARTNER pupils until such time as PROVIDER has verified in writing to the governing board of PARTNER that such employee has not been convicted of a felony as defined in Education code 45125.1. PROVIDER's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the district and/or acting as independent PROVIDERs of PROVIDER. Verification of compliance with this section shall be provided in writing to the PARTNER prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with PROVIDER or district a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this MOU and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this MOU are authorized without the written consent of PARTNER.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the MOU.

15. TERMINATION: Either party may terminate this MOU upon sixty days advance written notice. PARTNER will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this MOU or terminate MOU prior to the compensation date. In the event of such termination, PARTNER may proceed with the work in any manner deemed proper by the PARTNER. The cost to PARTNER shall be deducted from any sum due PROVIDER under this MOU.

16. SEVERABILITY: In the event any portion of this MOU shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this MOU.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of PARTNER.

19. EXPENSES: PROVIDER will use the 85percent of the grant's total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of the PARTNER.

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20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this MOU, PROVIDER certifies that no one who has or who will have any financial interest under this MOU is an officer or employee of PARTNER. Additionally, as the Contractor/PROVIDER is not an PARTNER employee, PARTNER is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

J. COMMUNICATIONS: Communications between the parties to this MOU may be sent to the following addresses:

PARTNER	**PROVIDER**
Voices Academies	Boys & Girls Clubs of Silicon Valley
Attn/Title:	Attn/Title: Steve Wymer
Address:	Address: 15 W San Fernando Street San Jose, CA 95113

K. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This MOU constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

VOICES:	**PROVIDER**:
Voices Academies	Boys & Girls Clubs of Silicon Valley
By:	By: 
Name:	Name: Steve Wymer
Title:	Title: CEO
Date:	Date: 07/30/2024

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WORKERS' COMPENSATION INSURANCE
CERTIFICATE OF EXEMPTION

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-PROVIDERs' employees, all in compliance with State laws.

I agree to fully protect PARTNER PUBLIC SCHOOLS for any and all injury and death claims arising out of the work performed for PARTNER. I agree to indemnify PARTNER for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature _____ 07/30/2024

Name (Print): Steve Wymer
Title: Chief Executive Officer (CEO)
Address: 15 W San Fernando Street
City, State: San Jose, CA 95113
Phone: 408-957-9685

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EXHIBIT A
INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this MOU.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and PARTNER shall maintain limits no less than:

1. Commercial General Liability: $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and
2. Automobile Liability: $1,000,000 combined single limit per accident for bodily injury and property damage; and
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of $1,000,000 per accident.
4. Cyber Liability: $2,000,000 limit/aggregate with $5,000 retention for First and Third Party Liability
5. Abusive Conduct Liability: $1,000,000 occurrence/$2,000,000 aggregate.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

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Any deductibles or self-insured retentions must be declared to, and approved by PARTNER's Risk Manager. At the option of PARTNER, either; the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects PARTNER, its officers, employees, agents and PROVIDERs; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by the PARTNER's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages

a. PARTNER, its officers, employees, agents and PROVIDERs are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to PARTNER, its officers, employees, agents and PROVIDERs.

b. PROVIDER's insurance coverage shall be primary insurance as respects PARTNER, its officers, employees, agents and PROVIDERs. Any insurance or self-insurance maintained by PARTNER, its officers, employees, agents or PROVIDERs shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERs are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, PARTNER; products and completed operations of PARTNER; premises owned, leased or used by PARTNER; and automobiles owned, leased, hired or borrowed by PARTNER. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERs.

c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided PARTNER, its officers, employees, agents, or PROVIDER’s.

d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages

Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days' prior written notice has been given to PARTNER.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to PARTNER.

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish PARTNER with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

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G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor.

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EXHIBIT B
VIDEO SURVEILLANCE

The use of video surveillance equipment, and access to live and recorded data, shall be supervised and controlled by PARTNER. Video surveillance cameras shall be used in approved designated areas of the school and school grounds and/or community center and community center grounds where there is no reasonable expectation of privacy. Surveillance systems shall not be used in places where a reasonable expectation of privacy exists, such as restrooms, locker rooms, and private offices, nor shall surveillance systems be positioned to provide sight lines into such places.

PARTNER shall provide written notice to students, guardians and PROVIDER staff that video surveillance may occur on PARTNER property. In addition, signs/placards shall be posted in building entrances or at other locations deemed appropriate by PARTNER to inform visitors that video surveillance may occur on PARTNER property.

To the extent video images creates student records or personnel records, PARTNER shall comply with all applicable state and federal laws related to record maintenance, retention and disclosure of such records, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g.)

Video images obtained by PARTNER shall be viewed by authorized PARTNER personnel as necessary. PARTNER may rely on the images obtained by the video surveillance cameras in connection with the enforcement of PARTNER policies, building rules, and other applicable law including but not limited to student and personnel disciplinary proceedings—including expanded learning providers process for disciplinary proceedings—and matters referred to local law enforcement agencies in accordance with applicable law.

Video recording data will not to be used directly or indirectly to identify the activities of individual students or PROVIDER staff except as viewed in relation to a specific event criminal event or suspected criminal activity; suspected violation of PARTNER policies or rules; incidents where there is reasonable basis to believe a claim may be made against the PARTNER and/or PROVDER for civil liability; or if otherwise compelled by law. Authorized PROVIDER staff may use a still shot or selected portions of recorded data to request law enforcement review for assessing the security risk of a specific individual or for investigating a potential crime on school property.

Confidentiality and privacy concerns limit the general public, including parents and relatives of students, from viewing video recording footage and/or data involving students, PROVIDER staff and volunteers. Only PARTNER can view and/or export video recording data. No unauthorized recordings are permitted of video recording data through cell phones, portable devices or any other means. Any PROVIDER staff who becomes aware of unauthorized disclosure of video recording data and/or a potential privacy breach must immediately inform PARTNER.

PROVIDER staff and volunteers are prohibited from unauthorized use of, tampering with or otherwise interfering with video surveillance equipment. Violations will be subject to disciplinary action that may include, but are not limited to, written reprimand, suspension, demotion or termination of employment. Video recording data will remain the property of PARTNER and may be reproduced only in accordance with applicable law and board policy.

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Voices After-School Program Budget Breakdown

Description	Category	Budget	Difference (%)
Program Coordinator	Salary	$ 16,000.00	100%
5 staff	Salary	$ 150,000.00	100%
Supplies (Material, paper, equipment, technology	Program Activities/Operating	$ 8,500.00	100%
Staff Orientation (Handbooks)/Training	Training and Development	$ 3,000.00	100%
Insurance	Operating	$ 2,500.00	100%
Total expenses		$ 180,000.00	100.00%

401 E. Main Street
Stockton, CA 95202
209.870.0471
info@FACESedu.org
FACESedu.org

Faith in Action Community Education Services

And

Voices College-Bound Language Academy Stockton

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Faith in Action Community Education Services and Voices College-Bound Stockton to provide after-school enrichment services.

Background

This partnership is important because F.A.C.E.S wants to build a relationship and grow with Voices as services are needed and as Voices continues to grow.

Purpose

This MOU will be set in place to allow Faith in Action Community Education Services to provide 5 after-school enrichment staff for Voices from 2:30pm-7:00pm for a total of 4.5 hours per day for 147 regular days of school session and from 12:00pm-7:00pm for a total of 7 hours per day for 28 days of minimum sessions for a total of 175 days at our standard rate of $35 per hour per employee. F.A.C.E.S. will maintain general liability insurance and include Voices Charter School as a policy holder.

Funding

This MOU certifies that invoice from F.A.C.E.S will be sent out twice a month on the last day of the month and on the 15th of the month and that payments from Voices College-Bound Language Academies will be sent out once per month on the last day of each month, not to exceed $150,048.00.

Duration

This MOU is at-will and may be modified by any authorized official from Voices College-Bound Language Academies. This MOU shall become effective for the 2024-2025 school

year, upon signature by the authorized Officials from Voices and will remain in effect until modified or terminated by any one of the Authorized officials from Voices College-Bound Language Academies.

Contact Information

Faith in Action Community Education Services

Joshua Brown
Founder/CEO
401 E. Main St. Stockton CA, 95202
(209) 870-0471
jbrown@facesedu.org

Voices College-Bound Language Academies

Kristen Hitchman
Expanded Learning Coordinator
6840 Via Del Oro, Suite 205, San Jose CA, 95127
(831) 539-3015
khitchman@voicescharterschool.com

Date:

(F.A.C.E.S. representative signature)
(Partner name, organization, position)

_____

Date: (Voices representative signature)
(Partner name, organization, position)

Coversheet

Approve 24-25 Bell Schedules for Voices FS, WCC, MP, MH and Stockton

Section:	III. Board Business: Consent Items
Item:	C. Approve 24-25 Bell Schedules for Voices FS, WCC, MP, MH and Stockton
Purpose:	Vote
Submitted by:	
Related Material:	MH Bell Schedule 24-25.pdf FS Bell Schedule 24-25.pdf Stockton Bell Schedule 24-25.pdf MP Bell Schedule 24-25.pdf WCC Bell Schedule 24-25 .pdf

Voices College-Bound Language Academy (Morgan Hill)
Bell Schedule SY 24-25

Regular Day Recesses, Lunch, & Snack			
	Recess	**Lunch**	**Snack**
TK-K	9:15-9:30	11:00-11:30	1:30-1:45
1st Grade	9:30-9:45	11:00-11:30	1:30-1:45
2nd Grade	9:30-9:45	11:00-11:30	1:45-2:00
3rd Grade	9:30-9:45	11:30-12:00	1:45-2:00
4th Grade	9:45-10:00	11:30-12:00	1:30-1:45
5th Grade	9:45-10:00	11:30-12:00	1:30-1:45
6-8	10:39-10:54	12:01-12:31	1:38-1:53

Minimum Day Recesses & Lunches		
	Recess	**Lunch**
TK-K	**9:15-9:30**	**11:00-11:30**
1-3	**9:15-9:30**	**11:30-12:00**
4-5	**9:30-9:45**	**12:00-12:30**
6-8	**9:31-9:46**	**11:17-11:47**

Regular Day Schedule	Minimum Day Schedule
TK Regular Day 8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30 -11:00 (90) 11:00-11:30 Lunch <30> 11:30-2:00 (150) 2:00-2:15 Snack Recess <15> 2:15-3:00 (45) 3:00 - 4:00 Enrichment <60>	**TK Minimum Day** 8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-11:00 (90) 11:00-11:30 Lunch <30> 11:30-12:30 (60)

Kinder Regular Day	Kinder Minimum Day
8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-11:00 (90) 11:00-11:30 Lunch <30> 11:30-2:00 (150) 2:00-2:15 Snack Recess <15> 2:15-3:00 (45) 3:00 - 4:00 Enrichment <60>	8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-11:00 (90) 11:00-11:30 Lunch <30> 11:30-12:30 (60)
First Grade Regular Day	**First Grade Minimum Day**
8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Lunch <30> 11:30-2:00 (150) 2:00-2:15 Snack Recess <15> 2:15-3:00 (45) 3:00 - 4:00 Enrichment <60>	8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-11:30 (120) 11:30-12:00 Lunch <30> 12:00-12:30 (30)
Second Grade Regular Day	**Second Grade Minimum Day**
8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Lunch <30> 11:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-3:00 (60) 3:00 - 4:00 Enrichment <60>	8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-11:30 (120) 11:30-12:00 Lunch <30> 12:00-12:30 (30)
Third Grade Regular Day	**Third Grade Minimum Day**
8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-11:30 (105) 11:30-12:00 Lunch <30> 12:00-1:30 (90) 1:30-1:45 Snack Recess <15> 1:45-3:00 (75) 3:00 - 4:00 Enrichment <60>	8:00-9:15 (75) 9:15-9:30 Recess <15> 9:30-12:00 (150) 12:00-12:30 Lunch <30>
Fourth Grade Regular Day	**Fourth Grade Minimum Day**
8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:30 (90) 11:30-12:00 Lunch <30> 12:00-1:30 (90) 1:30-1:45 Snack Recess <15> 1:45-3:00 (75)	8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-12:00 (135) 12:00-12:30 Lunch <30>

3:00 - 4:00 Enrichment <60>	
Fifth Grade Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:30 (120) 11:30-12:00 Lunch <30> 12:00-1:30 (90) 1:30-1:45 Snack Recess <15> 1:45-3:00 (75) 3:00 - 4:00 Enrichment <60>	**Fifth Grade Minimum Day** 8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-12:00 (135) 12:00-12:30 Lunch <30>

Sixth-Eighth Grade Regular Day			
	Start	**End**	**Minutes**
Advisory + Period 1	8:00	9:27	(87)
Passing Period	9:27	9:32	<5>
Period 2	9:32	10:39	(75)
Recess	10:39	10:54	<15>
Period 3	10:54	12:01	(67)
Lunch	12:01	12:31	<30>
Period 4	12:31	1:38	(67)
Snack	1:38	1:53	<15>
Period 5	1:53	3:00	<67>
Enrichment	3:00	4:00	<60>

Sixth-Eighth Grade Minimum Day			
	Start	**End**	**Minutes**
Period 1	8:00	8:43	(43)
Passing Period	8:43	8:48	<5>
Period 2	8:48	9:31	(43)
Recess	9:31	9:46	<15>
Period 3	9:46	10:29	(43)
Passing Period	10:29	10:34	<5>
Period 4	10:34	11:17	(43)
Lunch	11:17	11:47	<30>
Period 5	11:47	12:30	(43)

Voices
College-Bound Language Academies

Flagship School • 715 Hellyer Avenue • San Jose, CA 95111 • (408) 361-1960

Voices Flagship Bell Schedule
2024 -2025 School Year

REGULAR DAY SCHEDULE

TK - 2nd Grade

8:00am - 9:00am	Instruction [60]
9:00am - 9:30am	Recess <30>
9:30am - 11:00am	Instruction [90]
11:00am - 11:30am	Lunch <30>
11:30am - 4:00pm	Instruction [270]

3rd - 5th Grade

8:00am - 9:30am	Instruction [90]
9:30am - 10:00am	Recess <30>
10:00am - 12:00pm	Instruction [120]
12:00pm - 12:30pm	Lunch <30>
12:30pm - 4:00pm	Instruction [210]

6th - 8th Grade

8:00am - 10:00am	Instruction [120]
10:00am - 10:30am	Recess <30>
10:30am - 11:30am	Instruction [60]
11:30am - 12:00pm	Lunch <30>
12:00pm - 4:00pm	Instruction [240]

MINIMUM DAY SCHEDULE

TK - 2nd Grade

8:00am - 9:00am	Instruction [60]
9:00am - 9:15am	Recess <15>
9:15am - 11:00am	Instruction [105]
11:00am - 11:30am	Lunch <30>
11:30am - 12:30pm	Instruction [60]

3rd - 5th Grade

8:00am - 9:30am	Instruction [90]
9:30am - 9:45am	Recess <15>
9:45am - 12:00pm	Instruction [135]
12:00pm - 12:30pm	Lunch <30>

6th - 8th Grade

8:00am - 10:00am	Instruction [120]
10:00am - 10:15am	Recess <15>
10:15am - 11:30am	Instruction [75]
11:30am - 12:00pm	Lunch <30>
12:00pm - 12:30pm	Instruction [30]

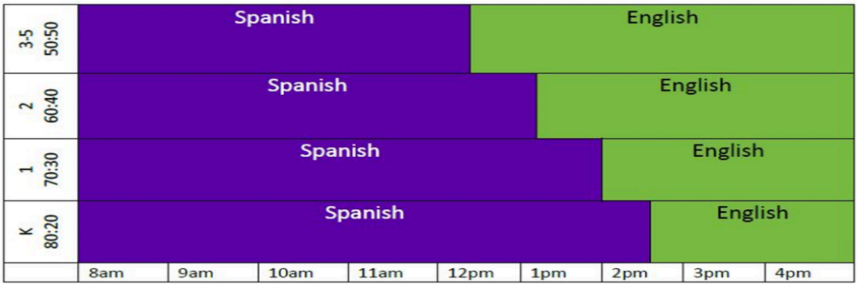
Voices College-Bound Language Academy Stockton
Bell Schedule SY 24-25

Bell Schedule SY 24-25

Regular Day Schedule	Minimum Day Schedule
TK **Regular Day** 8:00-9:20 (80) 9:20-9:35 Recess <15> 9:35-11:00 (85) 11:00-11:30 Lunch <30> 11:30-12:30 (60) 12:30-1:00 (30) 1:00-1:15 *Snack* Recess <15> 1:15-3:00 (105) 3:00-4:00 Enrichment (60)	**TK** **Minimum Day** 8:00-9:20 (80) 9:20-9:35 Recess <15> 9:35-11:00 (85) 11:00-11:30 Lunch <30> 11:30- 12:15 (45) 12:15 - 12:30 (15)
Kinder **Regular Day** 8:00-9:35 (95) 9:35-9:50 Recess <15> 9:50-11:00 (70) 11:00-11:30 Lunch <30> 11:30-12:30 (60) 12:30-1:00 (30) 1:00-1:15 *Snack* Recess <15> 1:15-3:00 (105) 3:00-4:00 Enrichment (60)	**Kinder** **Minimum Day** 8:00-9:35 (95) 9:35-9:50 Recess <15> 9:50-11:00 (70) 11:00-11:30 Lunch <30> 11:30- 12:15 (45) 12:15 - 12:30 (15)
First Grade **Regular Day** 8:00-9:50 (110) 9:50-10:05 Recess <15> 10:05-11:30 (85) 11:30-12:00 Lunch <30> 12:00-1:00 (60) 1:00-1:15 *Snack* Recess <15> 1:15-1:50 (35) 1:50-3:00 (70) 3:00-4:00 Enrichment (60)	**First Grade** **Minimum Day** 8:00-9:50 (110) 9:50-10:05 Recess <15> 10:05-11:30 (85) 11:30-12:00 Lunch <30> 12:00-12:30 (30)

Second Grade **Regular Day** 8:00-9:20 (80) 9:20-9:35 Recess <15> 9:35-11:30 (115) 11:30-12:00 Lunch <30> 12:00-1:15 (75) 1:15-1:30 *Snack* Recess <15> 1:30-2:00 (30) 2:00-3:00 (60) 3:00-4:00 Enrichment (60)	**Second Grade** **Minimum Day** 8:00-9:20(80) 9:20-9:35 Recess <15> 9:35-11:30 (115) 11:30-12:00 Lunch <30> 12:00-12:15 (15) 12:15 - 12:30 (15)
Third Grade **Regular Day** 8:00-9:50 (110) 9:50-10:05 Recess <15> 10:05-11:10 (65) 11:10 - 12:00 (50) 12:00-12:30 Lunch <30> 12:30-1:45 (95) 1:45-2:00 *Snack* Recess <15> 2:00-3:00 (60) 3:00-4:00 Enrichment (60)	**Third Grade** **Minimum Day** 8:00-9:50 (110) 9:50-10:05 Recess <15> 10:05-11:10 (65) 11:10-12:00 (50) 12:00-12:30 Lunch <30>
Fourth Grade **Regular Day** 8:00-10:05 (125) 10:05-10:20 Recess <15> 10:20-11:10 (50) 11:10 - 12:00 (50) 12:00-12:30 Lunch <30> 12:30-1:45 (75) 1:45-2:00 *Snack* Recess <15> 2:00-3:00 (60) 3:00-4:00 Enrichment (60)	**Fourth Grade** **Minimum Day** 8:00-10:05 (125) 10:05-10:20 Recess <15> 10:20-11:10 (50) 11:10 - 12:00 (50) 12:00-12:30 Lunch <30>
Fourth/Fifth Grade **Regular Day** 8:00-10:20 (140) 10:20-10:35 Recess <15> 10:35-11:10 (35) 11:10 - 12:00 (50) 12:00-12:30 Lunch <30> 12:30-1:45 (75)	**Fourth/Fifth Grade** **Minimum Day** 8:00-10:20 (140) 10:20-10:35 Recess <15> 10:35-11:10 (35) 11:10 - 12:00 (50) 12:00-12:30 Lunch <30>

1:45-2:00 *Snack* Recess <15> 2:00-3:00 (60) 3:00-4:00 Enrichment (60)	



Voices College-Bound Language Academy Mount Pleasant
Bell Schedule SY 24/25

Regular Day Schedule	Minimum Day Schedule
TK Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-1:00 (90) 1:00-1:15 Snack Recess <15> 1:15-3:00 (105) 3:00 - 4:00 Enrichment <60>	**TK Minimum Day** 8:00-9:25 (85) 9:45-10:00 Recess <15> 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Kinder Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-1:15 (75) 1:15-1:30 Snack Recess <15> 1:30-3:00 (90) 3:00 - 4:00 Enrichment <60>	**Kinder Minimum Day** 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
First Grade Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-1:15 (75) 1:15-1:30 Snack Recess <15> 1:30-3:00 (90) 3:00 - 4:00 Enrichment <60>	**First Grade Minimum Day** 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Second Grade Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-1:15 (135) 1:15-1:30 Snack Recess <15> 1:30-3:00 (90) 3:00 - 4:00 Enrichment <60>	**Second Grade Minimum Day** 8:00-9:25 (85) 9:45-10:00 Recess <15> 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Third Grade Regular Day	**Third Grade Minimum Day**

8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:30 (110) 11:30-12:00 Lunch <30> 12:00-1:15 (75) 1:00-1:15 Snack Recess <15> 1:30-3:00 (90) 3:00 - 4:00 Enrichment <60>	8:00-9:45 (105) 9:25-9:40 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissed (60)
Fourth Grade Regular Day 8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:30 (110) 11:30-12:00 Lunch <30> 12:00-1:00 (75) 1:00-1:15 Snack Recess <15> 1:15-3:00 (90) 3:00 - 4:00 Enrichment <60>	**Fourth Grade Minimum Day** 8:00-9:45 (105) 9:25-9:40 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 Dismissal (60)
Fifth Grade Regular Day 8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:30 (110) 11:30-12:00 Lunch <30> 12:00-1:00 (90) 1:00-1:15 Snack Recess <15> 1:15-3:00 (75) 3:00 - 4:00 Enrichment <60>	**Fifth Grade Minimum Day** 8:00-9:30 (90) 9:25-9:40 Recess <15> 9:45-11:30 (105) 11:00-11:30 Lunch <30> 12:00-12:30 Dismissal (30)

Sixth-Eighth Grade Regular Day			
	Start	**End**	**Minutes**
Block 1	8:00	10:00	(120)
Break	10:00	10:15	<15>
Block 2	10:15	11:55	(100)
Lunch	11:55	12:45	<45>
SEL	12:45	1:00	<15>
Block 3	1:00	3:00	(120)
Enrichment	3:00	4:00	<60>

Voices
College-Bound Language Academies

WCC • 201 28th St • Richmond, CA 94804 • (510) 480–0540

Voices WCC Bell Schedule
2024 -2025 School Year

REGULAR DAY SCHEDULE

TK - 2nd Grade

8:00am - 9:45am	Instruction [105]
9:45am - 10:00am	Recess <15>
10:00am - 11:00am	Instruction [60]
11:00am - 11:30am	Lunch <30>
11:30am-1:45pm	Instruction [135]
1:45pm - 2:00pm	Recess <15>
2:00pm - 3:00pm	Instruction [60]
3:00pm-4:00pm	Enrichment [60]

3rd - 5th Grade

8:00am - 9:30am	Instruction [90]
9:30am - 9:45am	Recess <15>
9:45am - 12:00pm	Instruction [135]
12:00pm - 12:30pm	Lunch <30>
12:30pm -2:00pm	Instruction [90]
2:00pm - 2:15pm	Recess <15>
2:15pm - 3:00pm	Instruction [45]
3:00pm-4:00pm	Enrichment [60]

MINIMUM DAY SCHEDULE

TK - 2nd Grade

8:00am - 9:45am	Instruction [105]
9:45am - 10:00am	Recess <15>
10:00am - 11:00am	Instruction [60]
11:00am - 11:30am	Lunch <30>
11:30am- 12:30pm	Instruction [60]

3rd - 5th Grade

8:00am - 9:30am	Instruction [90]
9:30am - 9:45am	Recess <15>
9:45am - 12:00pm	Instruction [135]
12:00pm - 12:30pm	Lunch <30>

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6th - 8th Grade

8:00am - 10:00am	Instruction [120]
10:00am - 10:15am	Recess <15>
10:15am - 11:30am	Instruction [75]
11:30am - 12:00pm	Lunch <30>
12:00pm - 1:00pm	Instruction [60]
1:00pm -1:15pm	Recess <15>
1:15pm -3:00pm	Instruction [105]
3:00pm-4:00pm	Enrichment [60]

6th - 8th Grade

8:00am - 10:00am	Instruction [120]
10:00am - 10:15am	Recess <15>
10:15am - 11:30am	Instruction [75]
11:30am - 12:00pm	Lunch <30>
12:00pm - 12:30pm	Instruction [30]

Coversheet

Approve 24-25 Instructional Minutes for Voices FS, MH, MP, WCC, ST

Section:	III. Board Business: Consent Items
Item:	D. Approve 24-25 Instructional Minutes for Voices FS, MH, MP, WCC, ST
Purpose:	Vote
Submitted by:	
Related Material:	Instructional Minutes_2024-25.pdf

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools

2024-25

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	147	147	147	147	147	147
Subtotal Annual Minutes on Regular Days	44,100	52,920	52,920	52,920	52,920	52,920

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes						
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	28	28	28	28	28	28
Subtotal Annual Minutes on Minimum Days	5,880	6,300	6,300	6,300	6,300	6,300

2024-25

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	49,980	59,220	59,220	59,220	59,220	59,220
Required Minutes	36,000	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	13,980	23,220	8,820	8,820	5,220	5,220

Days Above Minimum	29.125	48.375	18.375	18.375	10.875	10.875

updated 6.19.24

Coversheet

Approve Safety Plan

Section:	III. Board Business: Consent Items
Item:	E. Approve Safety Plan
Purpose:	Vote
Submitted by:	
Related Material:	Draft_Voices Safety Plan 2024-2025.pdf

Voices
College-Bound Language Academies

All School Safety Plan

2024-2025

Board approved_08/09/2024

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Introduction

Statement of Purpose

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

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

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

Voices Safe School Vision

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

Physical Environment

Maintenance of School Buildings/Classrooms

Each Voices school's physical facility is well maintained and generally looks neat and clean. Voices school personnel periodically examine the school's physical facility and help eliminate obstacles to

school safety. See Appendix A for a Monthly School Site Safety Checklist. Additionally, health and fire department inspectors contribute to school safety.

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

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

Campus Disturbances and Crimes

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

Registration of Visitors/Guests Policy

Posting of Notice

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

Parent Involvement Policy

Parents/guardians have the opportunity and are encouraged to participate at Voices in a variety of ways. Any regular volunteer, as determined by the principal, that works with students must meet the requirements as listed in the Volunteer Handbook (available at the front office). See the Parent Involvement Policy.

General Safety Procedures

Introduction

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

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

Prevention and Intervention: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional challenges. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings and expressing anger in appropriate ways and resolving conflicts.

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

Discipline Policy

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

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

See the " Suspension and Expulsion Policy" policy in the Family Handbook.

Notice of Disciplinary History

The appropriate school districts shall provide to the administration of Voices schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or

expellable act (except *E.C. 48900 (h)*) or *(2)* committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. In the event of a suspension, the Notice of Suspension is copied to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years. Additionally, the principal reviews all incoming cumulative files.

Gang Affiliation

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

Gangs and Graffiti

Students are expected to respect their school and will be required to clean up any graffiti immediately. Any gang affiliated/racist graffiti will be reported to the San Jose Police, Morgan Hill Police, Stockton Police or Richmond Police Department.

Drug, Alcohol, and Tobacco Free

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

Campus Violence Safety Procedures

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade or above.**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.

6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the student's time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines <u>when a riot occurs</u>:

1. The School principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Activate needed emergency plans, which may include:

a. Instructing office staff to handle communications and initiate lockdown orders.
b. Informing Team Z.
c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
f. Team Z will brief a representative to meet the media.
g. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

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

1. Dial 911.
2. Seek first aid or medical attention, if indicated.

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

Civil Disturbance

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

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

School Philosophy

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

General Guidelines

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

Mental Health Programs

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

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

Suicide

Suicide prevention training for instructional staff and administrators will be provided and be designed to help staff identify and refer students at risk of suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies. See Suicide Prevention Policy.

Attempted Suicide / Suicide Threat

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly follow instructions on the Crisis Intervention Protocol and complete needed sections on the risk assessment form and notify the office of a Code Orange situation. A Member of the School-site Crisis Team will pick up the risk assessment form and the student to initiate the full assessment. The Principal or other Crisis Team member shall then complete the assessment to determine the risk level. Once the risk level is determined, if high risk - mobile crisis support is initiated and the student's parent/guardian is notified and asked to come to the school site to discuss the assessment and sign a parent /guardian notification recommending connecting with a qualified mental health professional for assistance.. If the risk is assessed as low to medium, the parent/guardian is notified and asked to sign a parent/guardian notification letter and a support plan is discussed.

When a suicide attempt or threat is reported, the Principal or other member of the Crisis Team shall, at a minimum:

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

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

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

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended. Send a runner to inform your immediate supervisor or other responsible person, principal/designee.

- The principal/designee will:
  - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Emergency Services at 408-299-2501** or **Contra Costa County Emergency Services at 925-646-4461 or San Joaquin County Emergency Services at 209-953-6200** and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.
- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Crisis Emergency Services at 408-299-2501, Contra Costa County Emergency Services at 925-646-4461, San Joaquin County Emergency Services at 209-953-6200** or **1-800-SUICIDE** or **1-800-273-TALK** for help. Immediately inform the principal or designee regarding the incident and actions taken.

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

Suicidal Act

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

- A staff member must notify the principal/designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Network Senior Leadership Team.

- The Leadership Response Team consists of any of the following people:
  - Principal
  - Business Manager
  - Parent Liaison/Dean of Culture
  - Academic Coach
  - Technology Coordinator
- Teacher informs the office, "I need the Leadership Response Team (LRT)," either by telephone, AT, or student runner.
- The office drops everything and the LRT mobilizes.

- The principal/designee will contact the parent/guardian and ask them to come to the school or hospital.
- The principal/designee will call for assistance from the Santa Clara County's on-call crisis response team at 408-279-3312, San Joaquin County Emergency Services at 209-953-6200 or Contra Costa Crisis Center - 800-833-2900
- The principal/designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- The principal/designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/designee will request written documentation from any treating facilities prior to a student's return to school.
- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions taken. Please refer to Appendix D for Voices College-Bound Language Academies Self Harm/Suicide Risk Assessment Form.
- Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

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

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and

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

Registered Sex Offender Policy

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

Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible. See Professional Boundaries: Staff/Student Interaction Policy.

Harassment, intimidation, discrimination and bullying policy

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Purpose

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning. See Title IX Policy Prohibiting Discrimination on the Basis of Sex and Harassment, Intimidation, Discrimination and Bullying Policy.

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

Exposure Control Plan For Bloodborne Pathogens

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

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

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

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

Medical Emergency Procedures

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

1. Medical emergencies involving any student or employee must be reported to the school principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency

f. Do not hang up until advised to do so by dispatcher

3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft a written incident report and submit it to the School principal, or his/her designee, before the end of the next workday. See Appendix C for Student/Employee Minor Incident/Accident Report.

Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.
If a child complains of **illness**, question him/her to determine severity.

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

If a child has **convulsions**:

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

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

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Send to the office if systemic symptoms occur (labored breathing, swelling of the entire body, etc.)

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

Playground Accidents:

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

In addition, the Red Cross offers the following guidelines:

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 Medication Doctor & Parent Authorization form.

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

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

Symptoms and signs of anaphylaxis

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

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

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

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

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

Emergency treatment procedures – Immediate Reaction Required

For students WITH an Action Plan for Anaphylaxis

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

For students WITHOUT Severe Allergy Medical Management Plan

California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015,[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 it as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**

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

5. EpiPen Administration Procedure:

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

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

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to the sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharp's container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.

11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See Appendix C for Student/Employee Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

Quick Reference:

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

Automated External Defibrillator (AED)

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

Before Using the AED

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

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

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches

before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. 5Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

Resuscitation Orders

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

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

Emergency Response Plan

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

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.

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

Initial Response to Emergencies

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

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

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

Identify Type of Emergency

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

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

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

Identify Level of Emergency

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

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

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

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

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the Voices main office is in receipt of information, such as a weather warning that may affect a school within Voices, the information shall be provided to the school principal.

Determine Immediate Response Actions

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

- Duck and Cover

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

Immediate Response Actions

Duck and Cover

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

Description of Action

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

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

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

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the

shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

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

Description of Action

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

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

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

Lockdown (or "Code Red")

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

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

For campuses located in Santa Clara County, if there is an active shooter on campus, students and staff should immediately utilize the Run, Hide, Defend protocol.
**Run, Hide, Defend is to be used for students in 3rd grade and above. For 2nd grade and below, the appropriate response should be determined by on-scene school staff.
** A pre-determined meeting point should not be established

Description of Action

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

> "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., auditorium, library, cafeteria, gymnasium).
4. Custodian will check and lock all bathrooms.
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
6. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, shall be allowed on campus.

Evacuate Building

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

Description of Action

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

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

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

Off-Site Evacuation

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

Description of Action

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

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

2. The principal or designee will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. If the event clearance is received from appropriate agencies, the principal or designee may authorize students and staff to return to the classrooms.

Staff Responsibilities:

Principal
- Orders evacuation via all-call systems and with the bell system.
- Takes student accounting as classes leave the school site.
- Does a final check of buildings and leaves for the evacuation site.
- Communicates with Designee as needed

Principal's Designee
- Takes student accounting as classes leave the school building.
- Does a final check of buildings and leaves for the evacuation site.
- Communicate with the principal as needed.

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

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

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

Description of Action

1. The principal or designee will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.

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

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

Training and Exercise

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

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the Summer Professional Development. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials. Input from all employees is encouraged.
3. 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 is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

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

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

<u>Evacuation Routes</u>

Evacuation route maps have been posted in each work area.

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

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

Special Information For Parents

Telephones/Communications

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

In the event of an emergency, we will share information with families via the school's automated calling system. Please make sure your updated contact information is in our system.

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

Dismissal

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

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform the teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with the child back to Student Release Tables to sign a Student Release/Runner Form (Appendix O) form for each child you are taking. Do not remove your child or any

other child from school without signing the emergency release form. This provides us a record of where each child is if someone else arrives later looking for the child.

4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center (Appendix P) where the Business Manager will give you an assignment. Volunteers should leave children with their classes and not sign student release form(s) until they are ready to leave.

If You Can't Get to the School

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

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

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

Responding to Emergencies

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

Fire

When the fire is discovered:

- Activate the nearest fire alarm (if installed)
- Notify the local Fire Department by calling: **911**
- If the fire alarm is not available, notify the site personnel about the fire emergency: Call Teachers' 2-way radio

Evacuation Process for Teachers:

1. Get emergency backpack
2. Get your class roster (clipboard).
3. Get the evacuation map (clipboard).

4. Count your students before you leave the room.
5. Close your door upon exiting the room.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal.

The School needs to:

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

   Voices Morgan HIll
   16505 Monterey Road
   Morgan Hill, CA 95037
   (408) 791-1700

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

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

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

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

   a. Exact location of the fire within the building

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

Fight the fire ONLY if:

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

Upon being notified about the fire:

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

Business Manager and school support staff must:

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

School support staff must:

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

*****The principal/designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Scenario 1: Fire In Surrounding Area

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

Procedure

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

EVACUATION.

- The principal/designee will notify “911” and will provide the location and nature of the emergency.
- The principal/designee will instruct the Business Manager to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal/designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the principal/designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
- The principal/designee will keep a battery-powered radio tuned to a local radio station for emergency information.
- As appropriate, the principal/designee will activate the BrightArrow Parent Alert System.
- The principal/designee will notify Team Z of the emergency situation.
- The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

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

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal/designee.
2. The principal/designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
4. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.

6. The Business Manager will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The Business Manager will notify the appropriate utility company of damages.
9. The principal/designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Santa Clara, Contra Costa, or San Joaquin County Fire Department or appropriate agency provides clearance and the principal/designee issues authorization to do so.
11. For fires during non-school hours, the principal/designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

Earthquake Procedure

What to Expect During an Earthquake

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

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

During an actual earthquake, the signal to begin the emergency procedure is the sensation of severe quaking.

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

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

DUCK, or **DROP** down on the floor.

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

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

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

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

Staff Responsibilities

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

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.
Business Manager	Calls 911. Follow fire / evacuation drill procedures at appropriate times.
Custodian	Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal when the preceding actions are complete.
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/designee will consider the severity of the emergency. If deemed safe, students will re- enter the campus. In **drill** situations, the announcement: "**All Clear**" will be announced on the PA System/Two-way radio .

Procedures of Injured Parties

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

Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the principal or designee releases staff to attend to personal situations, families and home. ***Building evacuation following an earthquake is vital due to secondary hazards (explosions, fire, etc.)***

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

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

Bomb Threat

General Information

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

Person Receiving the Threat

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

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

Staff Responsibilities

Principal

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department**.**
- Uses the bell system to signal (short bells in series) and the all-call system to announce,

"Your attention please. Your attention please. Evacuate the building – Evacuate the building."

- With the Business Manager or custodian, makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms.

Principal's Designee

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

Teachers

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If a teacher receives a bomb threat refer to the bomb threat reporting checklist.
- Call the office and inform them of the threat. Office to call 911.
- If evacuation is ordered, **take students** to the designated evacuation area along with an emergency **backpack**.
- Leave the room unlocked and turn off lights as you leave.

Custodian

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

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

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

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

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

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

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

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

Lockdown Procedure

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

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

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

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

Classroom Teacher Should:

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

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

Armed Assault on Campus

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

Procedure

1. Upon first indication of an armed assault, personnel should immediately call "911" and then notify the principal/designee.
2. The principal/designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
   For campuses located in Santa Clara County, if there is an active shooter on campus, students and staff should immediately utilize the Run, Hide, Defend protocol.
   **Run, Hide, Defend is to be used for students in 3rd grade and above. For 2nd grade and below, the appropriate response should be determined by on-scene school staff.
   ** A pre-determined meeting point should not be established
3.
4. The principal/designee will call "911" and provide the exact location and nature of the incident. The principal/designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.

5. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
6. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
7. After the perpetrator(s) has been neutralized, the principal/designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
8. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
9. The Business Manager will control all points of entry to the school.
10. The principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will work with the local Police Department ensure the notification of parents and family members.
11. All media inquiries will be referred to the principal/designee and local Police Department.
12. The principal/designee will debrief staff and school police officers.

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

Drive-by Shooting

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

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

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

Immediately after the vehicle is gone:

1. Contact School Office
2. Office Staff will call 911
3. Principal/Designee will order Secure Building
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are

ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert Team Z of the incident.
11. If the media arrives, they should be directed to the CEO.

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STAY CALM.

Severe Weather

Flood

If Indoors:
- Be ready to evacuate as directed by the principal and/or the designated official
- Follow the recommended primary or secondary evacuation routes

If Outdoors:
- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

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

Extended Power Loss

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

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
    - Fire sprinkler system
    - Standpipes
    - Potable water lines
        - Toilets
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

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

When a large chemical spill has occurred:

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

When a small chemical spill has occurred:

- Notify the principal or his/her designee
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE

- Review general spill cleanup procedures

Name of Spill Cleanup Company: **County of Santa Clara – Dept. of Environmental Health (408) 918-3400, Contra Costa Health Services (408) 925-335-3200, San Joaquin County - Dept. of Environmental Health (209) 468-3439**

Hazardous Substances

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

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

Airborne Gasses/Fumes

Always call for assistance and:

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

Move people/personnel away or evacuate from contaminated area

Biological / Chemical Attack

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical

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

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

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

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The principal/designee will call “911” and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal/designee will notify Team Z of the situation.
4. The principal/designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The Business Manager will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The Business Manager should assess the need for medical attention.
7. The Business Manager will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County/San Joaquin County HazMat or appropriate agency provides clearance and the

principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Business Manager will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal/designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of the emergency.
4. The principal/designee will notify Team Z of the situation.
5. The Business Manager will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The Business Manager should assess the need for medical attention.
7. The Business Manager will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Business Manager will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the principal/designee, using the PA System/Two-way radio or other means without leaving the building.
4. The principal/designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.

5. The principal/designee will notify Team Z of the situation.
6. The principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal/designee.

Pandemic Influenza

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

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

Level III Prevention: Schools are open

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

Level II Preparedness: Schools prepare for closure

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

Level I Response: Schools close

- Warning Phase:
  - Social Distancing
  - Minimum Days
  - No Extra-Curricular Activities
- Schools Close
  - Implement Continuity Plans

Level III Recovery & Prevention: Schools reopen

- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
  - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
  - WASH SKIN as thoroughly as possible with lukewarm water.
  - LISTEN TO RADIO/PA System/Two-way radio for other instructions.

Air Pollution/Smog

Individuals Whom it May Affect

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

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/Team Z, that it is unhealthful for students to be outside, you will be notified, via the all-call system, that recesses are canceled.
- We will follow the “rainy day” schedule for lunch

AQI Basics for Ozone and Particle Pollution

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

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

Fallen Aircraft

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

Procedure

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the *"Immediate Response Actions"* section.
2. If the principal/designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly

Area.

3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal/designee will call "911" and the Police and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Business Manager will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

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

6. The principal/designee will direct the Business Manager to organize fire suppression activities until the Fire Department arrives.
7. The Business Manager will check injuries to provide appropriate first aid.
8. The principal/designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County HazMat Compliance Division or appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

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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/designee will consider the possibility of another imminent explosion and take appropriate action.

3. After the explosion, the principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
7. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.The Business Manager will check for injuries and provide appropriate first aid.Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
8. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The principal/designee will notify Team Z of the situation. The Business Manager will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
10. When it is determined safe to enter affected areas, the principal/designee will advise the Business Manager to initiate search and rescue activities.
11. The principal/designee will contact the Local Fire Department to ensure buildings are safe for reoccupancy.
12. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.
13. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the principal/designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal/designee will advise the Business Manager to initiate rescue operations.
7. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal/designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.
2. The principal/designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal/designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal/designee will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Business Manager will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The principal/designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal/designees discretion, and only if safe to do so, designated

personnel should attempt to distribute emergency supplies including food and water.

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

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STAY CALM.

Unlawful Demonstration / Walkout

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

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the principal/designee.
2. The principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The principal/designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The Business Manager will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Business Manager, in consultation with the principal/designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal/designee should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the principal/designee.
9. The principal/designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
10. The principal/designee will notify parents of the incident, as appropriate.

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Emergency Drills

The school is proactive when it comes to the safety of staff and students. The school will conduct fire drills, earthquake drills, and Lock Down/Code Red drills (intruder on campus) on a regular basis.

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

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

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

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

2. **Evacuation**

    An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkie- talkies by the principal/designee.

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

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

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

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

3. **All Clear:**

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

- Missing students are reported to the attendance office.

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

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

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

Fire Drill Procedure

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

1) Evacuation:

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

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

Evacuation areas will be established away from fire lanes.

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

Standards for a Successful Fire Drill:

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

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

Shelter-in-Place

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

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

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

INFORMATION, WE WILL SHARE IT WITH YOU."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "**Duck and Cover**" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

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

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

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STAY CALM.

Description of Action

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

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

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close

any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Staff Responsibilities during a Lockdown

Principal/designee	Announces Lockdown procedure on the PA System/Two-way radio . Ensures doors are locked in all buildings.
Business Manager	Calls 911. Locks the office door. Keep phone lines open.
Custodian	Locks all gates to campus.
Teachers	Lock the classroom door and remain with students. Take roll, list all students missing from class and identify their locations (RSP, Speech, absent, etc.). Notify the office, by phone **ONLY** if they have "lost" children on campus i.e. went to the bathroom, were en-route to the office **OR** if they have a "loose"child from another class.
Students	Respond to campus security drills in a quick and orderly manner. Listen and respond quickly to all instructions from staff. Students at recess, report to the cafeteria. Stay in seats and remain quiet. Stay away from windows.

No one leaves the classroom!

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

Interactions with the Media

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

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

Appendices

A. Monthly School Site Safety Checklist

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

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:	
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

Maintenance and Repair Log

Maintenance and Repair Log

Date/Time	Reason for Action (Regular Maintenance or Discovery of Problem)	If problem, Description of Action Required	Location/Item to be Repaird	Explain what was done	Referred to (Name of company, if any)	Verified by:

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 Academy

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	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
Cooperative seating	Y N Partial		Y N Partial
Daily Schedule and objectives posted ❑ Content Objectives ❑ Language Objectives	Y N Partial		Y N Partial
Behavior Chart ❑ Think-It-Through Sheet Folder ❑ Buddy Room Papers ❑ Clip Chart/Citizenship Contract ❑ Hecka Bueno Points	Y N Partial		Y N Partial
Character Education Wall ❑ 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		
Phone message set up	Y N Partial		Y N Partial

Assistant 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 student? Yes or No Paramedic transport date/time: _____

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

Parent/Guardian Information

1. Parent/Guardian Name: _____

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

3. Parent/Guardian Phone: _____

4. Parent/Guardian Email: _____

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

Witness Information

1. Witness Name: _____

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

3. Witness Phone: _____

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

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

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

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

Prevention Information

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

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

3. Any additional information or notes: _____

Employee Incident Report

School Information:

Charter School: _____ Location/Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Employee Information:

Name of injured employee: _____Sex:_____M/F Occupation: _____

Date of hire: _____ Date of birth: _____ SSN: _____

Marital Status: _____ Dependents? Yes/No If yes, how many? _____ Ages? ____

Employee address: _____

Gross wages/salary: $_____per _____(hour/week/month/year) Pay schedule:
___12mth___11mth___10mth

Employment Status: ___Full Time___PartTime___Temporary/Subsitute____Contracted___Seasonal

Employee usually works: ____hours per day____days per week____total weekly hours

Incident Information:

Date of Injury or illness: _____Time: _____ AM/PM_____Time employee began work:_____AM/PM

Was employee unable to work at least one full day after date of injury? Yes/No If yes, date last worked: _____

Has employee returned to work? _____ Yes date returned: _____ No, still off work _____

Paid full day's wages for date of injury or last day worked? Yes/No Salary being continued: Yes/No

Name of person to whom the injury or illness was reported: _____

Date of your knowledge of injury or illness: _____ Was employee provided a claim form (DWC-1) Yes/No

If yes, date of employee was provided claim form (DWC-1):_____ If not, why not? _____

If the accident was not reported immediately, why not? _____

What was employee doing at the time of injury or exposure?

_____

_____

_____

Person, object or substance that directly injured employee: _____

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

Medical Information:

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

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

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

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 __Environtmental condition __Acto of other __Physical disability
__Other (please explain): _____

Witness Information:

Name: _____ Relation to Employee: _____

Home Address: _____

Home Phone: _____ Cell phone: _____ Email: _____

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

_____

_____

D. Self Harm/Suicide Risk Assessment Form

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

Confidential

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
___Burning
___Pinching

___ Suicidal Ideation
___ Direct Threat (ex. " I am going to kill/hurt myself")
___ Indirect threat (ex. "I feel like dying"
___ to self ___others
___ Accesses concerning content online

Observed any of the Following:

____Sudden Change in Behavior
____Previous Attempt(s)
____Giving Away Possessions
____Mood Swings
____Self-Injurious Behavior
____Accessing Concerning Content

____Signs of Depression
____Truancy/Running Away
____Frequent Complaints of Illness
____Alcohol or Drug Use
____Other:

7. Please explain what happened:
_____

_____

_____

_____

_____

_____

8. Confirm Receipt by a Crisis Team Member:

Name and Title of Crisis Team Member:	Signature:	Time received:

For Crisis Team Use Only:

9. Previous Referral?:_____ Date(s):_____
10. Student Interview: The student told me the following:(Check all that apply.)

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

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

♦Student indicated that he/she had previously attempted suicide/ self-harm on_____by means of:_____
_____
_____

♦Other Important Information:_____
_____
_____
_____
_____

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:
___Self-Harm/ Suicide Interview
___Other:_____
_____

11. Risk Level: **____Low ____Medium ____High** *(FOR HIGH Risk: CALL ONE OF FOLLOWING: 1. Uplift-(formally EMQ,Uplift Mobile Crisis Team (408)379-9085 2.Alum Rock Crisis Alum Rock Crisis Unit (408) 294-05793. Or 911 for imminent danger or if other crisis teams can't respond - request an officer trained in mental health support if available*

Person conducting interview:_____

Date:_____ Time:_____ Signature:_____

Intervention/ Action Taken:

_____Parent/Guardian Contact:
Date/Time: _____ Outcome:_____

_____Parent Signed Self Harm Notification: Parent/Guardian Notification (attach copy): Self Harm Notification
Response:_____ Date/ Time:

_____Resources Provided to Parent/Guardian:
INCLUDING: _____ Date/ Time:_____

_____Outside Referral Made:
To: _____ Date/ Time:_____

_____Uplift Crisis Team Unit Called:
Time:_____Outcome:_____
___

Child Abuse Report Made (endangerment):
NAME OF INTAKE WORKER: _____

Referred to Police:
NAME OF OFFICER _____

_____Hospitalization

_____School Based Counseling:
Date Referred:_____ Parent signed permission slip(Date):_____

_____Program Modification
INCLUDING: _____

_____Student Safety plan created (attach copy):_____

Other (Please explain):_____

_____

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange Confidential Crisis Team File — DO NOT Place in CUM FILE

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

UNIFORM COMPLAINT POLICY AND PROCEDURES

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

G. Medication Doctor & Parent Authorization Form

Voices College-Bound Language Academy
Medication Doctor & Parent Authorization (California Education Code 49423)

Student Name:_____Grade:_____ Teacher:_____

Height:_____ Weight:_____ DOB: _____ Age:_____

List any known drug allergies/reactions:_____

DOCTOR'S AUTHORIZATION

Name of Medication:_____ Diagnosis:_____

Dosage:_____ Route:_____

Frequency/Time(s) to be given:

Begin Medication:_____Stop Medication:_____
_____ Date Date

Special Instructions:

Does medication require refrigeration? Yes No
Is the medication a controlled substance? Yes No
If asthma inhaler or emergency medication, do you recommend this medication be kept "on person" by the student? Yes No

Potential Side Effects / Adverse Reactions:_____

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

_____

_____

_____

Physician Signature ***Date*** ***Phone & Fax Contact Information***

Parent Authorization

I authorize Voices College-Bound Language Academy personnel the task of assisting my child in taking the above medication. I understand that additional parent/doctor statements will be necessary if the dosage of medication is changed. I also authorize Voices College-Bound Language Academy personnel to talk with the physician or pharmacist should a question come up about the medication.

Medication must be registered with the principal or his/her designee. It must be in the original container and be properly labeled with the student's name, Doctor's name, date of prescription, name of medication, dosage, strength, time interval, route of administration and the date of the drug's expiration when appropriate.

_____ _____ _____

Signature of Parent/Guardian ***Date*** ***Phone (cell, home, work)***

AUTHORIZATION FOR SELF-ADMINISTRATION OF MEDICATION

Is student authorized to self-administer this medication/these medications while at school?

If yes, please complete the following:

Student: I certify that I have read and understand the instructions regarding the self-administration of my medication(s). I agree to take these above medications according to my health care provider's recommendation.

Student Signature: _____Date: _____

Parent/Guardian: _____ (student) has been instructed in the proper dosage and administration of the following medication(s):_____. I request that she/he be permitted to carry this medication on her/his person and self-administer it as directed by her/his health care provider and in accordance with school policy and procedures.

Parent/Guardian Signature: _____Date: _____

H. Severe Allergy Medical Management Plan Signature Page

Recommendation of the Severe Allergy Medical Management Plan

I, the undersigned, recommend the Severe Allergy Medical Management Plan as indicated.

_____ _____

Physician Signature Print Physician Name

_____ _____ _____

Address Phone Date

I, the undersigned, have received, have read, understand, and agree to the school's implementation of the Severe Allergy Medical Management Plan:

_____ _____

Parent Signature Date

I. Emergency Phone Numbers

		Flagship	Mount Pleasant	Stockton	West Contra Costa
Fire	911	408-277-8911	408-277-8911	209- 937-8801	510-307-8031
Ambulance	911	911	911	911	911
Police	911	408-277-8911	408-277-8911	209-937-8377	510-233-1214
Gas	911	800-277-8911	800-743-5000	209-468-3090	804-646-4646
Electric	911	800-743-5000	800-743-5000	800-743-5000	855-285-5503
Water	911	408-279-7900	408-279-7900	209-249-4600	855-285-5503
Gang Hotline	911	408-293-GANG		209-937-7151	804-646-5387
County Emergency Services	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK		209-953-6200	804-333-5089
Crisis Response Team	911	408-279-3312		209-468-8686	803-788-6448
Poison Control Center Link	911	1-800-222-1222			
County Dept. Of Environment Health	911	408-918-3400		209-468-3420	804- 646-3153
CA Emergency Mgmt. Agency State Warning Center	911	1-800-852-7550			
EMQ Mobile Crisis Team	911	408-379-9085		209-468-8686	800-412-7474
Crisis Unit	911	408-294-0579			1-800-273-8255

SJPD Liaison: Officer Matias Cervantes, Badge #3688, (408)823-5668, email; 3688@SANJOSECA.GOV
Richmond Police Department (510) 724-8950
Stockton Police Department: (209) 937-5486

Morgan Hill Police Department: (408) 779-2101

J. Homeland Security Advisory Recommendations

SEVERE *(Red)*	▫ *Complete all recommended actions at lower levels.* ▫ Follow local and/or federal government instructions (listen to radio/TV). ▫ Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. ▫ Close school if recommended to do so by appropriate authorities. ▫ Activate emergency operations plan. ▫ Restrict school access to essential personnel. ▫ Cancel outside activities and field trips. ▫ Provide mental health services to anxious students and staff ▫ 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.
HIGH *(Orange)*	▫ *Complete all recommended actions at lower levels.* ▫ Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. ▫ Review emergency procedures and supplies. ▫ Assign staff to monitor entrances at all times. ▫ Place school emergency response teams on standby alert status. ▫ Address children's fears concerning possible emergency. ▫ Update parents on preparedness efforts. ▫ Prepare to handle inquiries from anxious parents and media.
ELEVATED *(Yellow)*	▫ *Complete all recommended actions at lower levels.* ▫ Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. ▫ Review crisis response plans with school staff. ▫ Test alternative communications capabilities. ▫ Ensure all emergency supplies are stocked and ready.
GUARDED *(Blue)*	▫ *Complete all recommended actions at lower level.* ▫ Be alert and immediately report suspicious activity to designated **Homeland Security Resident Agent (760-353-9090)**. ▫ Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. ▫ Review security measures and communications plan and update emergency contact information. ▫ Review emergency supplies and supplement as necessary. ▫ Inventory and restock emergency supplies
LOW *(Green)*	▫ Assess and update school emergency operations plans/procedures. ▫ Discuss updates to school and local emergency operations plans with emergency responders. ▫ Review duties and responsibilities of emergency response team members. ▫ Conduct training and drills. ▫ Conduct 100% visitor ID check.

K. School Crisis Emergency Backpack Checklist

Determine specific needs and ensure that all the contents are in the appropriate backpack and are current.

Last updated:

By (print name):

Signature: _____

- Map or diagram of campus with evacuation sites marked
- Staff emergency vest(s) of appropriate color (if required)
- Student/staff emergency cards/roster
- Student/staff attendance for current day
- Student/staff sign out sheet (not official)
- Appropriate facility keys
- Latex gloves in zip lock bag
- Flashlight with batteries bagged separately
- Whistle
- Two pens
- Large marker
- Small notebook and/or legal pad
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)

M. Telephone Bomb Threat Reporting Procedure

Instructions:

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time: _____ Date: _____

Document the following:

Caller's Identity:

Male/Female Adult Juvenile Approximate Age:_____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other: _____

Acent:

English Spanish Other: _____

Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language:

Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

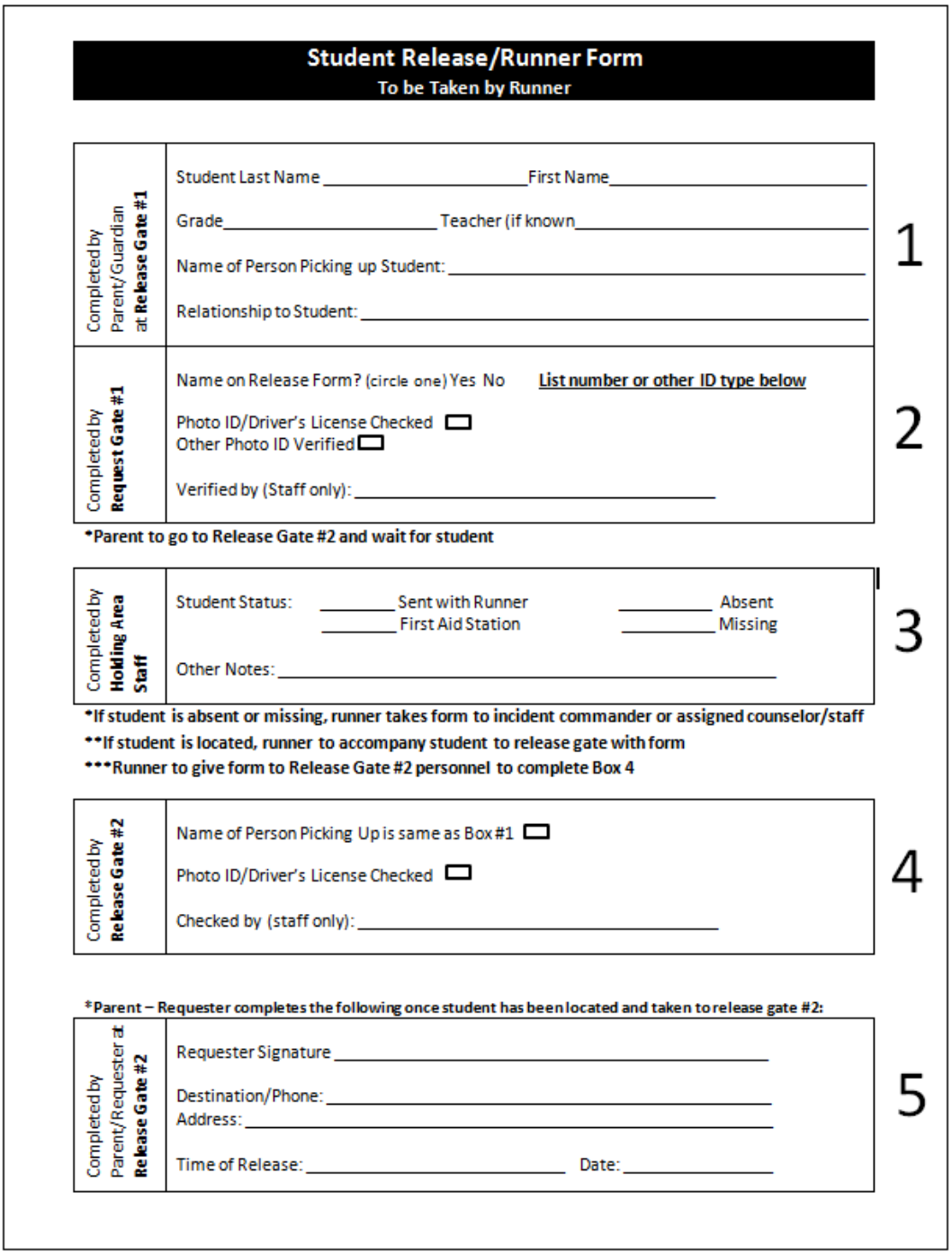
Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off:
- Where is it located:
- What kind of bomb is it:
- What kind of package is it in:

- What is your name & address: _____

Call the Police / Notify your supervisor immediately

O. 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 **List number or other ID type below** 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

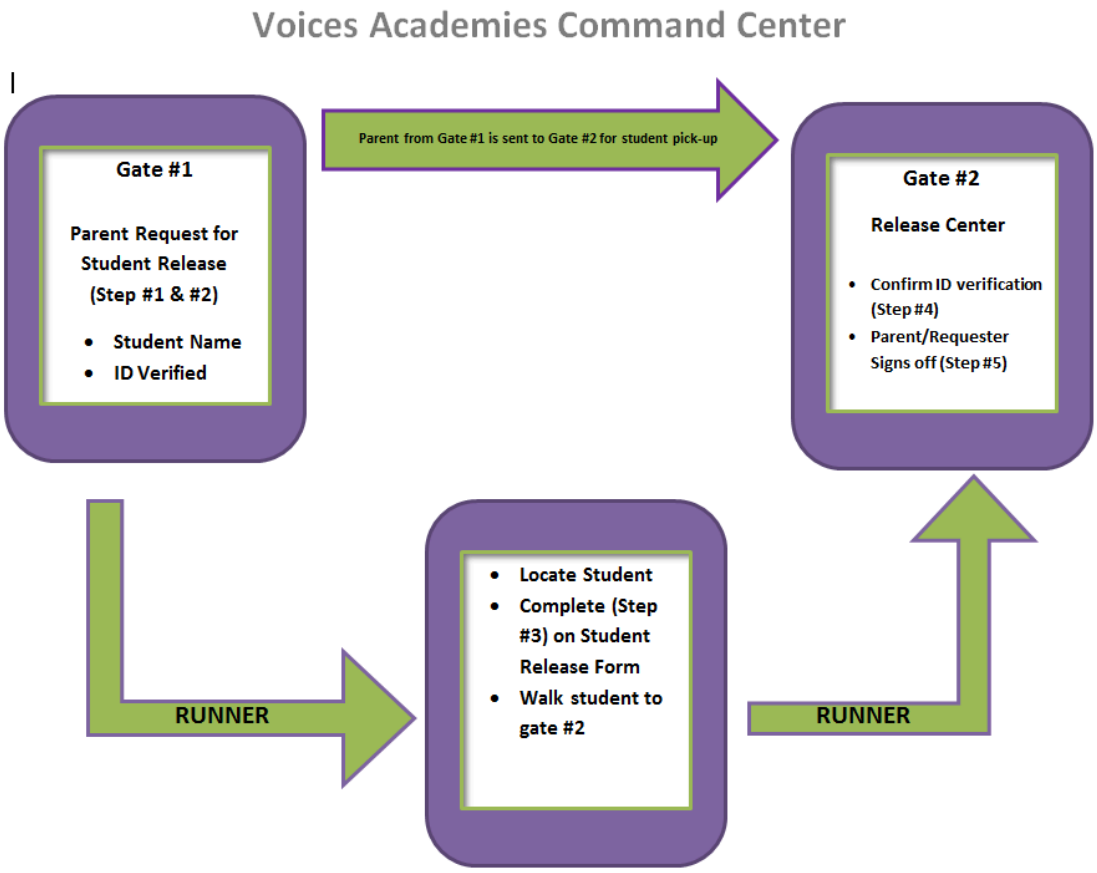
***If student is absent or missing, runner takes form to incident commander or assigned counselor/staff**
****If student is located, runner to accompany student to release gate with form**
*****Runner to give form to Release Gate #2 personnel to complete Box 4**

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

P. Command Center Chart



Q. Suspension and Expulsion Policy and Procedures

Morgan Hill - Suspension and Expulsion Policy and Procedures

West Contra Costa - Suspension and Expulsion Policy and Procedures

Flagship - Suspension and Expulsion Policy and Procedures

Mount Pleasant - Suspension and Expulsion Policy and Procedures

Stockton - Suspension and Expulsion Policy and Procedures

Coversheet

Approve Revised Polices

Section: III. Board Business: Consent Items
Item: F. Approve Revised Polices
Purpose: Vote
Submitted by:
Related Material:
Independent Study Policy 08.9.24.docx.pdf
Student Use of Technology Policy and Acceptable Use Agreement 8 9 24.pdf

Board Policy #: (SP) 10
Adopted/Ratified: 09/01/2021
Revision Date: 08/09/2024

INDEPENDENT STUDY POLICY

Voices College-Bound Language Academies, which operates Voices College-Bound Language Academy, Voices College-Bound Language Academy at West Contra Costa, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at Morgan Hill, and Voices College-Bound Language Academy at Mount Pleasant (collectively referred to herein as the "Charter School") may offer independent study ("IS") to meet the short- or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

No student is required to participate in IS. When possible, parents are to request IS no fewer than five (5) school days prior to the desired start of IS. In an extenuating circumstance (e.g., a serious illness, injury or family emergency), and with School Leader approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

The following written policies have been adopted by the Voices College-Bound Language Academies Board of Directors for implementation at Charter School:

1. "Short-term" independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives is permitted during periods of absence of at least one (1) school day, not to exceed fifteen (15) cumulative school days per school year.

2. "Long-term" independent study is defined as independent study for sixteen (16) or more school days in one school year. As the Charter School offers classroom-based programming, long term independent study is intended to provide ongoing progress towards course objectives despite extenuating circumstances which may include but are not limited to health conditions which prevent participation in in-person instruction.

3. Short- and long-term independent study may be offered at the sole discretion of the School Leader ("SL"). 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.
    - 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.

4. The SL's considerations may include, but are not limited to, budgetary, staffing, and other operational considerations for their school.

5. Long-term independent study is available to Transitional Kindergarten through 8th grade students currently enrolled in the Charter School whose health would be put at risk by in-person instruction, as determined by a medical professional or the parent or guardian of the student. A limited number of independent study spaces will be available and therefore priority of available spaces will be determined by the criteria listed below. If interest in independent study exceeds the number of available spaces, a lottery will be conducted to determine enrollment in the program.

    a. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as verified by a doctor,

    b. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as attested to by parent or guardian,

6. An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, if the pupil's individualized education program specifically provides for that participation.

7. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.

8. The SL or designee has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The SL's considerations may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team, 504 team or IEP team as applicable. The SL shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

9. No independent study agreement shall be valid for any period longer than one (1) school year. The Charter School will consult with the student's parent or guardian to determine the appropriate length of time, and request, but not require, a commitment to participate in independent study that is aligned with the Charter School's grading term or other length of time deemed to be in the best academic interest of the student.

10. The SL or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete two (2) assignments during any period of five (5) school days.

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b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS, SST or Tiered Engagement procedures which consider ALL of the following indicators:
    i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    iii. Learning required concepts, as determined by the supervising teacher.
    iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
    v. Students' school attendance rates.
    vi. Students' chronic absenteeism rates.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

11. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

12. The Charter School has adopted tiered reengagement strategies* for all pupils who are not generating attendance for more than ten (10) percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

a. Verification of current contact information for each enrolled pupil;

b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;

c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary, including , but not limited to referral to nurse, counselor, social worker, or other student support for case management and counseling, coordinate with protective services/child welfare services, law

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enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health providers to receive necessary services;

d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

13. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

    a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they may engage with peers, and receive synchronous instruction and support. Instruction will be delivered in the form of video conferencing or other form of live communication between the pupil and the teacher or teachers of record.

    b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they may engage with peers, and receive synchronous instruction and support.

14. For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

15. For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher or teachers of record and the pupil.

16. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five (5) instructional days:

    a. The Charter School will alert front office staff and the pupil's teachers that the pupil will be returning to in-person instruction;

b. The Charter School will provide the pupil with their weekly schedule and any other necessary material;

c. The Charter School will check-in with the student, the morning of return, to ensure the pupil is ready for classes;

d. The Charter School will monitor the pupil's progress for two weeks and check-in with the pupil at least twice over the two-week period.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision or independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

17. Voices shall maintain on file a written independent study master agreement for each student participating in IS. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

    d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

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e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has

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met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

18. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

19. The Executive Director may establish regulations to implement these policies in accordance with the law.

20. Voices recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Voices is in session, and requires that this "daily engagement" shall be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

21. A parent/guardian shall refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

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Student

Student Use of Technology Policy

The Board of Directors of Voices College-Bound Language Academies ("Voices" or the "Charter School") finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include electronic mail, equipment, such as computers, tablets, or other multimedia hardware, and Internet access.

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Voices provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite Voices risk, Voices believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

By its adoption of this Policy, the Board aims to ensure that student access to and use of the technology, including Internet, is consistent with the educational goals and purposes of Voices and occurs in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. This Policy sets forth student responsibilities and duties when accessing technology via Voices equipment and resource network and when using email accounts maintained by Voices. Voices has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Voices equipment and resource networks.

Students are reminded that their use of Voices equipment and resource networks reflect upon Voices, and Students should guide their activities accordingly.

The Charter School will educate all students who use the Charter School's Internet facilities about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Approved Use of Charter School Technology The student acknowledges that 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. The Student recognizes that they

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have a duty to use Voices equipment and resource networks only in a manner specified in this Policy.

Definitions

a. Educational Purpose

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Voices approved personal research activities, or other purposes as defined by Voices from time to time.

b. Inappropriate Use

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Voices Academies' computers, laptops, or tablets to access

the internet or online services on a Voices Academies' campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Voices Academies' equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to

respond when subjected to cyberbullying.[1] Students are expected to follow safe practices when using Charter School technology.

Voices advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

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[1] "Bullying" means 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, directed toward one or more students that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, 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" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 of bullying. 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. The term "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.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access.

Webcam Safety

All students are reminded to cover the computer's webcam to protect their privacy when the computer is not in use.

Plagiarism and Copyright Infringement

1. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
2. Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Artificial Intelligence ("AI") and Student Usage

Voices Charter School recognizes the potential of AI to enhance the educational experience for students. However, it is essential that AI is used appropriately and ethically. Students are expected to adhere to specific guidelines and/or instructions provided by their teachers. All citations must be in either APA or MLA format as instructed by the teacher. Students are solely responsible for their own work. Accordingly, students are expected to ask for assistance or clarifications on any issue where there may be questions or uncertainty. Students are prohibited from using AI to generate work products submitted for credit **unless the teacher approves the use of AI tools for the assignment or project.** In such cases, teachers shall clarify parameters for appropriate use of AI.

The following guidelines are provided to ensure responsible use of AI technologies:

1. Educational Enhancement:
    a) AI tools should be used to support and enhance learning, such as for research, personalized learning, and improving problem-solving skills.
    b) AI can be used to assist with assignments, projects, and studying, but should not replace original student work or effort.

2. Prohibition of Academic Dishonesty:
    a) AI should not be used to cheat on assignments, exams, or any other academic work. This includes, but is not limited to, using AI to generate essays, solve exam questions, or complete assignments without the student's input and understanding.
    b) Students are expected to submit their own work and will be held accountable for any misuse of AI that results in academic dishonesty.

3. Ethical Use of AI:
    a) AI tools should not be used to create, manipulate, or distribute inappropriate, harmful, or offensive content, including but not limited to image manipulations that are misleading or malicious.
    b) Students must respect the privacy and intellectual property rights of others when using AI tools. This includes not using AI to plagiarize or to reproduce copyrighted materials without permission.

4. Digital Citizenship and AI
    a) Students should demonstrate good digital citizenship when using AI technologies. This includes being honest, respectful, and considerate in all online interactions and content creations.
    b) Students should understand the limitations and biases of AI tools and critically evaluate the information and outputs generated by these tools.

5. Reporting Misuse:
    a) Any misuse of AI tools should be reported immediately to a teacher or school leader. This includes instances of AI being used for bullying, harassment, cheating, or the creation of inappropriate content.
    b) Voices Charter School will investigate all reports of AI misuse and take appropriate disciplinary action as needed.

6. Consequences of Misuse:
    a) Inappropriate use of AI tools may result in consequences ranging from limitations on the use of technology privileges to more severe disciplinary actions, depending on the nature and extent of the misuse.

b) Consequences for academic dishonesty involving AI will follow the Charter School's existing policies on cheating and plagiarism.

By adhering to these guidelines, students can responsibly leverage AI technologies to enhance their learning experiences while maintaining integrity and respect within the educational community.

System Maintenance

The Director of Data, Assessment and Technology or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

Chromebook Care

All students must adhere to the Chromebook Care Manual to ensure their device is working properly. This guide has been provided to address in-school and out-of-school use. The guide is not comprehensive, rather it focuses on the most common guidelines and practices for taking care of student devices.

Mini-Sheet Device Care Manual: All students will not alter or damage or discard the guide. The mini-guide is in reference to the Chromebook Care Manual and highlights the most important "to do" to ensure each device is properly working.

Policy Compliance

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Student

ACCEPTABLE USE AGREEMENT

VOICES has promulgated and adopted VOICES Student Use of Technology Policy ("Policy") to ensure that student access to and use of technology, including the Internet, is consistent with the educational goals and purposes of VOICES. VOICES Policy sets forth student responsibilities and duties when accessing and using the Internet through VOICES equipment and resource network and when using email accounts maintained by VOICES. VOICES has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with VOICES equipment and resource networks. VOICES stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further the educational goals and purposes of VOICES.

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

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3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Voices equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Voices equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    c. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    d. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
    e. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully, or otherwise disrupt the educational process. This includes speech that is not appropriate for an educational setting, such inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
    f. Conducting for-profit business.
    g. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    h. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    i. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    j. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

k. All communications will be polite and respectful of others.
l. Making threats against others.
m. Revealing personal information about others.
n. Using email to send chain letters or "spam" email to a list of people or to an individual.
o. Using the to access any Internet site which requires the Student to state that he student is eighteen years of age or older as a condition of accessing the site.
p. Using Voices equipment or resource networks to download or print text, music, movies, pictures, or other content in violation of licensing requirements, copyright or other intellectual property rights.
q. Engaging in plagiarism. Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information, including through AI. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else, or a work product created through AI and claiming the written work or product as the student's original work. Student agrees that when quoting from information obtained on the Internet, or generating products through the use of AI that they will acknowledge the source through quotation or any academically accepted form of citation.

5. **No Expectation of Privacy**. **S**tudent acknowledges that computer equipment, 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 Policy. Voices may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. Student is aware that communication over Voices owned networks is not private and acknowledges that communications, files, email, other data stored on Voices equipment or sent over Voices networks, may be accessed under, but not limited to, the following circumstances:
    a. Routine system maintenance;
    b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use; and

c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is reasonable suspicion that Student is engaging in inappropriate use.

6. **Commercial Activities**. Student agrees that student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Voices in writing.

7. **Information About Others**. Student agrees that they will not make any statement or post any communication on the Internet about another person that the student knows or suspects to be untrue.
8. **Disruptive Activity**. Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
9. **Unauthorized Networks**. Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
10. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws. If Student violates Voices 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 the student 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 Policy. 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 student acknowledges that they 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. Student also acknowledges 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.
11. **Technology Systems/Equipment Care**. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism, and follow the Chrome Care Manual.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Voices encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement. Furthermore:

- I understand that computer use is a privilege and not a right.
- I understand that students who violate this Policy in any way will be subject to a referral and possible suspension or expulsion.
- I understand Voices has the right to review any material stored on any system provided by the Charter School and to edit or remove any material. I hereby waive any right which I may otherwise have in and to such material.
- I understand that all information and services available on the Internet and the Charter

School network are placed there for informational purposes; I use the school network at my own risk.

- Voices does not warrant the function of the network or any of it accessible through the network to meet specific requirements I may have, or that the network will be error free or uninterrupted.
- In consideration for using the Internet and having access to public network, I hereby release Voices and its officers, employees and agents from any claims and damage arising from my use, or inability to use the network.
- I understand that if a student willfully damages Voices' property, including but not limited to Voices' technology, equipment and networks, or fails to return Voices' property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Voices may withhold the student's grades and transcripts until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Voices will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and transcripts will be released. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).
- As the parent or guardian of this student, I have read this Policy and the Acceptable Use Agreement. I understand that this access is designed for educational purposes. I also recognize it is impossible for Voices to restrict access to all controversial materials and I will not hold Voices responsible for materials acquired on the network. Further, I accept full responsibility for supervision if, and when my child's use is not in the Charter School setting. I hereby give permission to issue an account for my child and certify that the information on this form is correct.

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature: _____ Date: _____

_____For School Employees Only_____

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Student

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

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Coversheet

Readopt Board Code of Ethics Resolution

Section:	IV. Board Business: Discussion/Action Items
Item:	I. Readopt Board Code of Ethics Resolution
Purpose:	Vote
Submitted by:	
Related Material:	Code_of_Ethics_Resolution_08092024.docx.pdf Code_of_Ethics_Policy_12.09.16.pdf

RESOLUTION RE-ADOPTING OF THE CODE OF ETHICS FOR BOARD MEMBERS 2024-2025

RESOLUTION NO. 08092024

WHEREAS, Voices College-Bound Language Academies Board desires to comply with the Voices College-Bound Language Academies Bylaws and policies;

WHEREAS, the Voices College-Bound Language Academies Board is committed to conduct business in an ethical manner;

WHEREAS, the Voices College-Bound Language Academies Board has reviewed Code of Conduct for Board Members Policy on August 9, 2024;

NOW, THEREFORE BE IT RESOLVED that the Voices College-Bound Language Academies Board hereby:

1. Re-adopts the Code of ethics for Board Members policy,

2. Will promote the best interest of the School as a whole and, to that end, shall adhere to the ethical standard stated in said policy.

PASSED AND ADOPTED by the Voices College-Bound Language Academies Board at a meeting held on August 9, 2024.

_____	_____
Chair	Vice-Chair
_____	_____
Member	Member
_____	_____
Member	Member
_____	_____
Member	Member
_____	_____
Member	Member
_____	
Member	

Board Policy #: (BG) 01
Adopted/Ratified: 12/09/2016
Revision Date:

Code of Ethics For Board Members

As a member of the Board, I shall promote the best interests of Voices College-Bound Language Academies (Voices) as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

1. I will be fair, just, and impartial in all my decisions and actions.
2. I will accord others the respect I wish for myself.
3. I will encourage expressions of different opinions and listen with an open mind to others' ideas.
4. I will be aware of the implications on my role and of how it affects my relationships with other school community members

Trustworthiness In Stewardship

1. I will be accountable to the public by representing Voices policies, programs, priorities, and progress accurately.
2. I will be responsive to the community by seeking its involvement in Voices affairs and by communicating its priorities and concerns.
3. I will be accountable to represent the board's opinions and not my own personal opinion.
4. I will work to ensure prudent, equitable, and accountable use of Voices resources.
5. I will make no personal promise or take private action that may compromise my performance or my responsibilities.
6. I will act in accordance with the Voices Bylaws and policies; including the Conflict of Interest Policy.

Honor In Conduct

1. I will tell the truth.
2. I will share my views while working for consensus.
3. I will respect the majority decision as the decision of the Board.
4. I will base my decisions on fact rather than supposition, opinion, or public favor.

Board Policy #: (BG) 01
Adopted/Ratified: 12/09/2016
Revision Date:

Integrity Of Character

1. I will refuse to surrender judgment to any individual or group at the expense of the Voices as a whole.

2. I will consistently uphold all applicable laws, rules, policies, and governance procedures.

3. I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

Commitment To Service

1. I will focus my attention on fulfilling the Board's responsibilities of strategic planning, policymaking, and evaluation.

2. I will diligently prepare for and attend Board meetings.

3. I will avoid personal involvement in activities the Board has delegated to the Principal or Executive Director.

4. I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

1. I will be continuously guided by what is best and equitable for all students of Voices.
2. I will align my actions to always serve in the best interest of our students and families.

Coversheet

Conference with Labor Negotiations (Pursuant to Gov. Code Section 54957.6)

Section:	V. Closed Session
Item:	A. Conference with Labor Negotiations (Pursuant to Gov. Code Section 54957.6)
Purpose:	Discuss
Submitted by:	
Related Material:	ChiefExecutiveOfficerJobDescription_signature_Jan2019.pdf

Chief Executive Officer-Non-Certificated

Overview

Though 9 in 10 Latino young adults say a college degree is important for success in life, fewer than 15% age 25 or older hold a bachelor's degree. Voices College-Bound Language Academies exist to change that.

Founded in 2006 by East San Jose native and National Board Certified Teacher Frances Teso, Voices is a public charter school network with a mission to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. With the Voices dual-immersion model, students receive 80% of instruction in Spanish and 20% in English starting in kindergarten. The percentages shift by 10% per year until reaching 50:50 in third grade. As a result, every student, regardless of home language, graduates bilingual and biliterate in English and Spanish.

In 2019-20, Voices will operate four public charter schools: Voices-Franklin McKinley (K-8), Voices-Morgan Hill and Voices-Mt. Pleasant (both Transitional Kindergarten - 5th, growing to Transitional Kindergarten - 8th) and Voices West Contra Costa (Transitional Kindergarten- 3rd). As we expand to serve more traditionally underserved students in Santa Clara County and surrounding counties, Voices seeks additional team members who share a commitment to its mission and believe joyful learning and world-class academic preparation are not mutually exclusive.

Voices Academies' Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future, and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

Role Summary

Voices Academies' Executive Chief Officer (CEO) is an inspiring Leader and Educator with entrepreneurial spirit. The CEO leads the Voices Senior Leadership team, providing leadership, vision, and strategic direction. Reporting to the Board of Directors, the CEO will oversee all school sites, Principals, and senior leadership. S/he is responsible for sustaining and improving academic excellence and student achievement. The CEO will be pioneering the strategic growth

of the network; includes fostering and building strong relationships with community leaders, identifying and securing funding opportunities, and implementing the long-term vision of the network.

The Chief Executive Officer(CEO) must demonstrate a commitment to the charter movement and to educational reform through advocacy and communications. This is the ideal position for a compelling, results-oriented leader who is passionate about education and ensuring that Voices students are building a strong foundation of academic success. S/he must fully support the mission, vision and values Voices and must be willing to actively and enthusiastically participate in a professional learning community.

Key Responsibilities:

Team Management And Culture Building:

- Build a strong, cohesive team culture that reflects core Voices Academies' values.
- Attract, develop, and manage a high-performing leadership team that is able to support schools as they strive to deliver transformational educational outcomes for students.
- Hold principals accountable for meeting the terms of their charters and oversee charter renewals.
- Build and support a strong, cohesive culture that leads to an embedded and aligned organizational identity.
- Motivate, lead, guide, support and direct staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at Voices.
- Manage Senior Leadership teams; Academics, Operations, Finance, Development and Growth.
- Serve as external spokesperson for the organization and build collaborative relations with critical stakeholders including donors, media, parents, community leaders and charter school authorizers.
- Foster parent involvement in student learning and achievement.
- Ensure that principals and teachers communicate student progress and school curricula to parents on a regular basis.

Financial Management:

- Work with the Finance lead to develop annual budget and monitor school/program budgets monthly. Maintain financial solvency by pursuing funding relationships and partners.
- Supports the Finance lead in developing systems for effective financial forecasting and long and short-term financial planning.
- Seeks out available sources for grant funding to support programs and projects.
- Ensure adequacy and soundness of organization's financial structure.

Instructional Leadership:

- Sets instructional vision and parameters
- Direct the instructional leadership training and mentoring program for principals and aspiring administrators.

- Support the Chief Academic Officer in monitoring and evaluating program effectiveness and secures appropriate resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Ensure instructional, operational and administrative consistency across all education sites.
- Oversee the development and implementation of a comprehensive and rigorous academic curriculum that serves the needs of all of Voices' students.
- Prepare reports and recommendations to the Board of Directors about Voices educational programs and services.
- Drive alignment across schools and work closely with the Chief Academic Officer to ensure consistency from TK to 8th grade.

Community Relations:

- Serve as the public face of the Voices College-Bound Language Academies network.
- Manage and support the Community Engagement Strategist to maintain existing and create new systems of service integration for students and families.
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders includes local school districts, charter networks, Voices' team, parents, donors, community members, and leaders of community and political organizations.
- Create opportunities for community members to express their views regarding school-related matters.
- Keep the school community informed about current educational practices, educational trends, and the policies, successes and challenges of charter schools.
- Participate in conferences, community outreach and legislative advocacy as appropriate.

Program Operations:

- Manage and support the Chief Operations Officer lead in developing and implementing operational guidelines and procedures for staff and students to ensure compliance with California State Department of Education, charter school authorizers, and applicable state and federal laws and regulations.
- Collaborate with the Operations and Finance leads to coordinate appropriate resources and operational support for school operations and facilities.
- Develop and oversee guidelines and procedures governing the use and care of school facilities.

Voices Academies Executive Chief Officer candidates will have the following

Required Qualifications:

- Master's degree
- Minimum 5 years of experience as a senior leader or executive director of a mission driven organization and ability to demonstrate a strong track record of success in the role.
- Knowledge of the K-12 education landscape required; familiarity with charter school regulations.

- Commitment to work in an innovative, entrepreneurial and mission driven school environment
- Commitment to accelerated educational progress of children.
- Excellent oral and written communication skills in English and Spanish.
- Outstanding written, speaking, and organizational skills with experience interacting with a broad range of stakeholders.
- Experience managing multiple direct reports across various function areas
- Strong coaching, people and project management skills
- Excellent interpersonal skills, including the ability to listen and be responsive to colleagues, funders, administration, Board of Directors, and parents, etc.
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Experience or commitment to public education, social justice, efficacy and equity

Preferred Qualifications:

- Knowledge of and experience working with low-income communities preferred
- Proven track record of success managing school employees to achieve ambitious goals.
- Understanding of dual language instructional practices and school design and the unique characteristics of public charter schools is a plus.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Google Apps
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Tolerate high levels of stress

Working Conditions:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

Prior to Employment: Once an offer has been extended, a candidate must meet the following criteria to receive a final contract:

- First Aid/CPR Certification
- Clear Criminal Background Check
- Valid TB Clearance

Key Compensation:

- Highly competitive salary
- Medical benefits
- Exceptional growth opportunities
- Retirement plan

Contract:

- Reports directly to Board of Directors
- Permanent Salaried, Exempt Position
- At-Will Contract

If you have any questions about this position, please contact our hiring team by email at jobs@voicescharterschool.com. Thank you.

Voices College-Bound Language Academies is an equal opportunity employer.
It is the policy of Voices to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.

I, _____ have read and received a copy of this job description, and understand that a copy of this job description will become part of my personnel file.

_____ _____

Employee Signature Date