



# Downtown College Preparatory Alum Rock High School

## Comprehensive Safety Plan

2022-2023

Updated: August 3rd, 2022

Board Approved:

Preparing First Generation Students for College Success

<b>Site Name:</b>	DCP Alum Rock High School
<b>Address:</b>	1776 Educational Park Dr., Bldg. K8 San Jose, CA
<b>Main Phone:</b>	(408) 384-4554
<b>Site Manager:</b>	Joyce Davis, Principal
<b>Assistant Site Manager:</b>	Ericka Miguel, Assistant Principal Alondra Ezzet, Site Operations Manager

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<b>Emergency Area Locations</b>
Command Post Location: School Entrance
First Aid Station Location: Adjacent to Gym
Student Release Area Location: School Exit
Assembly Area Location: Different Areas see map

<b>Command Post Personnel</b>
Site Manager: Joyce Davis
Assistant Site Manager: Ericka Miguel

<b>Site Emergency Preparedness Committee</b>
Site Manager: Joyce Davis
Assistant Site Manager: Ericka Miguel
Teacher Representatives: John Benoit
Staff Representatives: Alondra Ezzat

Site Emergency Preparedness Committee: Central Office
Perla Alcaraz Director of Operations
Ruth Schriver Chief Operating Officer
Valerie Royaltey-Quandt Chief Academic Officer
Thomas Madson Managing Director of Schools

## Emergency Numbers

DCP CENTRAL OFFICE	
Main Office Line	408-271-8120
Executive Director: Pete Settlemeye	408-674-6300
Chief Operating Officer: Ruth Wamuyu Schriver	408-386-0420
Director of Operations: Perla Alcaraz	623-293-8360
Director of Managing Schools: Thomas Madson	415-845-6977
DISTRICT OFFICES	
San Jose Unified School District	408-535-6000
SJUSD District Police & Security	408-535-6080
SJUSD Transportation (Bus)	408-535-6185
East Side Union High School District	408-347-5000
ESUHSD Superintendent	408-347-5010
ESUHSD Assistant Superintendent - Administrative Services	408-347-5051
<p>ESUHSD Transportation (Bus) 408-347-5511 ALARMS</p> <p>Central Station (Alarm, Security) 408-278-6923 Alarm Company (1-800-458-4519)</p> <p>Dispatch 408-277-8950</p>	
AMBULANCE: County Ambulance Dispatch Control	911
ANIMAL CONTROL SERVICES	408-794-7297
EMERGENCY SERVICES (OFFICE OF)	

City of San Jose	408-274-7055
County of Santa Clara (299-2501 - 24 hr.)	408-808-7800
FIRE DEPARTMENT - SAN JOSE	911
Hazardous Materials Program (Bureau of Fire Prevention)	408-535-7750
HEALTH DEPARTMENT - SANTA CLARA COUNTY	408-792-5040
HOSPITALS (All in San Jose)	

Good Samaritan - 2425 Samaritan Drive	408-559-2011
O'Connor - 2105 Forest Avenue	408-947-2500
Santa Clara Valley Medical Center - 750 South Bascom	408-885-5000
Kaiser Permanente Santa Teresa - 250 Hospital Parkway	408-972-3000
Kaiser Permanente Santa Clara – 700 Lawrence Expressway	408-851-1000
Regional Medical Center of San Jose – 225 N. Jackson Avenue	408-259-5000
Valley Health Center – 2400 Moorpark Avenue	888-334-1000
POLICE DEPARTMENT - SAN JOSE	408-277-8900 or 911
Bomb Squad	408-277-8900
POISON CONTROL SERVICES	800-876-4766
<p>RED CROSS - American Red Cross, Silicon Valley Chapter – 2731 N. 1<sup>st</sup> Street 877-727-6771</p> <p>SHERIFF'S OFFICE 408-808-4400 or 911 SUPERINTENDENT OF SCHOOLS – SANTA CLARA COUNTY 408-453-6868 UTILITIES</p>	
P.G. & E. (24 hr. emergency number)	1-800-743-5000
San Jose Water Company	408-279-7900
Telephone Line and Equipment Repair	611
City of San Jose Municipal Water	408-299-2507
Water Emergency (after hours 363-4742)	408-535-3500
Sanitation, Sewage, Flooding (after hours 277-8956)	408-794-1900
Santa Clara Valley Water District	408-265-2600

# Site Emergency Plan Overview

This Site Emergency Plan has been designed to be a practical document for use during a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the School Operations Manager and Director of Operations, will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties and facility status, and report it to the Executive Director.

## Annual Review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments
2. Verifying status and location of supplies and equipment
3. Modifying site procedures
4. Planning for staff training activities
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the Director of Operations at that time. The Committee shall be composed of the Site Manager, one teacher representative, one staff representative, and one parent representative.

## Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic DCP policies during emergencies. The Site Plan or appropriate pages of the Site Plan is to be given to each staff member by this date.

## Community Awareness

Each Site Manager shall include in the first mailing home in the Fall a letter from the Site Manager on Emergency Preparedness policies with emphasis on the need for student emergency release information and updated emergency contact information.

## School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be impressed into service by City or County offices of emergency services. In that case, the Executive Director would be directed to secure charter school employees to open and work at the designated mass care centers.

It shall be a standing DCP policy that all Site Administrators report in person to their work sites in the event of a Declared Emergency or a major earthquake.

Additionally, each Site Manager shall prepare and keep a current telephone list of home emergency numbers for all site personnel.

The Executive Director, or designee, would utilize these lists to recall site personnel as needed.

## Emergency Response Plans

### Fire Response Plans

1. Entire class exits with teacher through classroom doors.
2. Class exits through door to location posted in room on fire sign & map.
3. Teachers need to grab class lists and close door upon exiting.
4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the class phones.

### Earthquake Or Bomb Threat

1. At the first indication of an earthquake, all persons should "Duck and Cover" at the "Drop" command of the adult in charge. An evacuation is not automatic. The decision to evacuate will be made by the Site Manager, and indicating over the class phone or via another system (i.e., manually knocking on classroom doors if power is out).
2. If this same type of evacuation is needed because of a Bomb Threat, the announcement will be made over the class phone instructing an earthquake evacuation to the Assembly Area.

### Lockdown

1. In the event of a lockdown due to a drive by or active shooter, or other situation requiring lockdown security, an announcement will be made over the class phones and/or PA System indicating a lockdown drill.

### Chemical Spill

1. An announcement will be made to evacuate the building and gather in the Assembly Area. 2. The announcement will be made by the P. A. system, or if this fails to operate, messenger will alert classes.



# DCP Responsibility For Students

If the Executive Director declares an emergency during the school day, DCP adheres to the following statement of policy governing its actions.

1. In case of a declared emergency by the Executive Director or Board President during school hours, all students will be required to remain at school or an alternate, safe site under the supervision of DCP Personnel:
  - a. Until regular dismissal time and then released only if it is considered safe, OR
  - b. Until released to an adult authorized by the parent or legal guardian whose name appears on Emergency records.
  - c. If students are on their way to school they will be brought to school if bussed, or they should proceed to school.
  - d. If students are on their way home from school they are to continue home.
  
2. To provide this supervision and care, DCP personnel will be utilized under Title I, Division 4, Chapter 8 Government Code and other legal statutes included in the District Emergency Service Guide. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The Executive Director, or designee, has the legal authority to declare an emergency for DCP. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.
  
3. DCP encourages the utilization of a “buddy” system at DCP sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

## Plot Plans Overview

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but pre-planning should prove valuable.

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but pre-planning should prove valuable.

Plot Plan #1 – Assembly Area Assignments – (See Map)

One plan showing areas designated and person(s) assigned for:

Command Post:	Command Post Team
Triage:	First Aid Team
First Aid:	First Aid Team
Morgue:	Teacher Representatives
Sanitation:	Teacher Representatives
Evacuation Assembly:	Teacher Representatives
Student Release Area:	Student Release Team

Plot Plan #2 – Utility Shut Off Locations and Procedures -  
One plan showing:

1. Utility Shut Off Locations and Procedures:
  - A. Water
  - B. Gas
  - C. Electric
2. Utility Shut Off Locations Map
3. Location of tools to shut utilities off: Front office Room
4. Fire Extinguishers: Every classroom, Multipurpose Room, Offices.
5. Chlorine gas or other chemical storage: Science Classrooms, Utility/Janitorial closet.

Plot Plan #3 – Evacuation Map

1. Evacuation Map: Map delineating the evacuation routes for each classroom and administrative area; locations of designated areas to line-up; location of the electrical, water and gas mains.

## Site Organization During A Declared Emergency

Command Post

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the Executive Director or designee.

## Command Post Duties And Personnel

If notified of a Declared Emergency from the Executive Director or Designee, OR if the site suffers a severe disaster, the Site Manager, in coordination with the Assistant Site Manager, shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager / Assistant Site Manager shall:

- A. Activate alarm - notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report to Executive Director or Designee.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 as required
- I. Open gates for emergency personnel
- J. Secure information from Emergency Teams - Update Site Status Reports - Report to Executive 11

Director or Designee

- K. Interface with Emergency Personnel
- L. Reassign team members to other duties as required when they finish initial assignment duties. M. Personally check these items:
  - 1. Is campus secure?
  - 2. Are utilities off or secure?
  - 3. Are signs directing adults to release area up?
  - 4. Are traffic controllers needed?
  - 5. Is First Aid Center functioning?
  - 6. Have buildings been searched for victims?
  - 7. Is student release program set up and operating?
- N. Shut off alarm when emergency situation has ended.
- O. Give all clear to re-enter the building

The School Operations Manager shall:

- A. Assist with evacuation of front desk & staff lounge
- B. Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.
- C. Check the site completely for:
  - 1. Fire hazards
  - 2. Chemical hazards (Chlorine storage)
  - 3. Electrical hazards
  - 4. Other hazards
- D. Serve as Student Release Team when needed
- E. Assist in initial building sweep
- F. Oversee the attendance and final count of all students & staff
- G. Check for any teachers with red cards (missing students) and collect their names
- H. Collect list of missing student & staff name
- I. Utilize available adult volunteers

### **The School Operations Manager :**

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.
- B. Check the site completely for:
  - 1. Fire hazards
  - 2. Chemical hazards (Chlorine storage)
  - 3. Electrical hazards
  - 4. Other hazards
- C. Open gates for emergency personnel
- D. Notify Site Manager of hazards and services needed
- E. Barricade hazardous areas using whatever materials handy
- F. When site is secure, report to the Command Post for direction
- G. Provide emergency sanitation areas if toilets are unavailable
- H. Sweep the interior bathrooms
- I. Do an initial building sweep
- J. Sweep the exterior bathrooms

### **Assistant Principal :**

- A. Report to the Site Command Post and assume responsibilities as directed by the Site Manager
- B. Serve as Student Release Team, if and when appropriate
- C. Bring Emergency Cart if Office Manager is not present

The Emergency First Aid Teachers shall:

- A. Assist in sweep of exterior bathrooms
- B. Report immediately to the identified site First Aid station with:
  - 1. Health/Emergency Information cards for all students (located in Emergency Cart)
  - 2. Emergency First Aid supplies and equipment
- C.. Assist the injured

## **Organization Of Instructional Staff During A Declared Emergency**

Teachers shall:

- A. Respond immediately to emergency signals requiring specific actions
- B. If signal is a Fire Alarm, immediately evacuate the building. If the emergency is an earthquake, chemical spill or other disaster, do not assume evacuation, but wait to be instructed before evacuating.
- C. When leaving building:
  - 1. Take roll book binder or current roster
  - 2. Require students to be silent in order to hear instructions. Instruct students to silence their cell phones and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
  - 3. Close doors to classroom
  - 4. Go directly to pre-assigned location
- D. If an evacuation takes place during a classroom change, students should report directly to the field and line up by the classroom they were last in. If an evacuation takes place during lunch, students should report directly to the field and line up by their Advisory/Homeroom classroom.
- E. Check with nearby classrooms when evacuating. If there are seriously injured persons who

- cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.
- F. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or support staff. Students with minor injuries are to be cared for after evacuation.
  - G. Upon reaching evacuation destination, teachers shall:
    - 1. Take roll on the paper roster located in the Emergency Binder
    - 2. Hold up your GREEN (all present) or RED (student missing) card.
    - 3. Make list of missing and absent students
    - 4. Give list to Command Post Team members
    - 5. Calm students. Remind them of DCP policies about remaining at school
    - 6. Monitor warmth and protection of students. Move if necessary.
  - H. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.
  - I. Teachers supervising students shall keep track of all students under their care. Note on the roster any students who move to another part of campus for any reason, giving reasons, time, and destination.
  - J. Remain with students until given an authorization to release a student from the Release Area. No student is to be released without this form.
  - K. If student is released to anyone but a parent or authorized adult, such as the First Aid center, write student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
  - L. Enlist the help of any adult who volunteers, but make them aware of your responsibility and the limits of theirs.
  - M. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster. Teachers may want to use the spiral notebooks located in their backpack for recording any student concerns.
  - N. As the time period extends reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.
  - O. Report to the Command Post when all students have been released.
  - P. Report to Site Manager for permission to be released.

# Responses To Specific Emergencies

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Site Manager. Each Site Manager should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under his/her jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

## Disaster Emergencies

- I. Earthquake
- II. Fire
- III. Explosion or Threat of Explosion
- IV. Chemical Accident
- V. Flood
- VI. Fallen Aircraft
- VII. Smog Episodes
- VIII. Bomb Threat
- IX. Utilities Failure
- X. Civil Defense
- XI. Campus Unrest
- XII. Drive-By or Active Shooters
- XIII. Hostage Situations
- XIV. Shelter in Place
- XV. Infectious Disease/Pandemic

### I. Earthquake

*Warning:* Little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:

#### *Inside School Building:*

1. The teacher, or other person in authority, implements Action DROP, COVER, and HOLD ON.  
Face away from windows.
2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.
3. After earthquake stops wait for announcement to leave building.
  - (a) Do not return to buildings for any reason until they have been declared safe by school authorities.
  - (b) Adult guards should be posted at a safe distance from all building entrances to see that no one reenters the buildings.
4. All site personnel should assemble in preplanned assembly area.
5. Teachers take roll and make list of missing students.
6. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
7. Do not light any fires after the earthquake. Turn off main gas valve.
8. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch.
9. Render first aid if necessary. CALL 911 for fire or medical help.
10. Notify the District Office.
11. Use Emergency Communications equipment to contact Emergency Services Center.
12. Request assistance as needed, through channels, from the District Office.
13. The Site Manager will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.

*On School Grounds:*

1. The teacher, or other person in authority, implements Action DROP, COVER, AND HOLD ON.
2. The safest place is in the open. Stay there until the earthquake is over.
3. Move away from buildings, trees, and exposed wires.
4. DO NOT RUN!
5. Follow procedures 4 through 13 under "Inside School Building".

*On School Bus: (Regular routes, field trips, etc.)*

1. Students shall follow the directions of the bus driver and monitor.
2. The bus driver is legally responsible for the welfare of student riders.

*Walking to and from School:*

1. The safest place is in the open. Stay there.
2. Move away from buildings, trees and exposed wires.
3. DO NOT RUN!
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on way from school, continue home.

## II. Fire

*Warning:*

Fire within the school - Fire Alarm

Fire near the school - Visual sighting, messenger, telephone.

*Fire Within School Building:*

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.  
Become familiar with "Pull Box" locations.
2. Students remain under direct control of teachers until released.
3. Render first aid as necessary.
4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
5. Fight incipient fires without endangering life.
6. Keep access roads open for emergency vehicles.
7. Teachers take roll and make list of missing students.
8. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
9. Notify the Executive Director.
10. The Site Manager will determine what emergency action should be implemented. 11. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

*Fire Near School:*

The Site Manager shall:

1. Determine the need to execute Action. Leave building if nearby fire poses an immediate threat to the students of the building.
2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

## III. Explosion or Threat of Explosion

*Warning:*

When the condition is detected or the explosion occurs.

In the event of an explosion at the school, or the threat of an explosion -- such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:

*Explosion:*

1. Command "DROP" is given.
2. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action LEAVE BUILDING
3. Sound the fire alarm
4. Move to an area of safety, and maintain control of students
5. Render First Aid as necessary
6. Notify the SAN JOSE FIRE DEPARTMENT AT 911
7. Fight incipient fires without endangering life.
8. Teachers take roll and make list of missing students
9. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic can limit or slow communication by emergency crews.
10. Notify the Executive Director
11. Notify utility companies of a break or suspected break
12. The Site Manager will direct further Action as required

*Threat of Explosion:*

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
2. Move to an area of safety, and maintain control of students.
3. Notify the San Jose Fire Department at 911.
4. Notify the Executive Director.
5. Notify utility companies of a break or suspected break.

#### IV. Chemical Accident

*Warning:*

By telephone, radio, messenger, or P.A. system.

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gasses. Should such an accident endanger the students or staff, the following will be accomplished:

1. Determine the need to implement Action LEAVE BUILDING
2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate buildings, and if necessary, the area.
4. Move crosswind -- never up, or downwind -- to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render First Aid as necessary.
7. Notify the San Jose Fire Department at 911.
8. Teachers take roll and make a list of missing students.
9. Instruct students to be silent in order to hear instructions, and to silence their cell phones and refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
10. Notify the Executive Director
11. The principal will direct other action as required.
12. Students and staff should not return to the school until the Site Manager declares the area safe.

#### V. Flood

*Warning:*

By telephone, radio, or messenger.

The EXTENT of the flood will dictate the course of action to be taken. The Site Manager may initiate the following Emergency Actions:



1. Activate alarm - notify staff and activate Command Post and 2-way radio.
2. Activate Emergency Teams including the flood barrier response team.
3. Issue stand-by instruction.
4. In consultation with the Site Emergency Preparedness Committee if needed, determine if evacuation is required. Activate evacuation procedures if needed.
5. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
6. Delegate a search team to ensure that all students have been evacuated.
7. Activate communications plan.
8. Determine if additional procedures should be activated.
9. Notify the Principal/Site Communications Team of the status and action taken. The Principal/Site Communications Team shall notify the Chief Operating Officer and/or the Executive Director. 10. Update the Site Communication Team and other team leaders of any significant changes. 11. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
12. Determine whether school will be closed or remain open.
13. Document all actions taken.

The execute Action Evacuate Building

1. Provide care for students at school.
2. At the Executive Director's direction, execute Action DIRECTED TRANSPORTATION.

#### VI. Fallen Aircraft

*Warning:*

When the accident occurs, messenger or telephone.

If an aircraft falls on or near school grounds, the following shall be accomplished:

1. The Site Manager shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for direction from the Site Manager.
2. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordinance.
3. If possible, the Principal shall determine whether the aircraft is military, commercial or a private plane.
4. Notify the San Jose Fire Department at 911.
5. Notify the Executive Director.
6. The Site Manager shall direct further action as required.

#### VII. Smog Episodes

*Warning:* Notification by email to each site.

The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. The index is divided into 5 air quality levels:

1. 0 – 50 Good
2. 51 – 100 Moderate
3. 101-200 Unhealthful
4. 201-300 Very Unhealthful
5. 301-500 Hazardous

To receive Air Quality Information, you may dial (800) 334-6367 at any time for the recorded message.

Upon receipt of a Smog Alert, the Site Manager shall:

1. Notify all personnel of the Warning and the Index level.

2. At an expected Smog Index level of 101-200 (Unhealthful), the Site Manager shall:
  - a. If received the day before, students and staff shall be encouraged to reduce vehicular use the following day.
  - b. Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase respiration rate.
3. At a declared Smog Index level of 201-300 (Very Unhealthful), the Site Manager shall:
  - a. Notify all students and staff of the Index reading.
  - b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
  - c. Reschedule athletic contests.
  - d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00pm.
4. At a declared Smog Index level of 301-400 (Hazardous), the Site Manager shall:
  - a. Have all strenuous physical activities stopped.
  - b. Limit the use of DCP vehicles to emergency use only.
  - c. Contact the Executive Director to determine if the school should be closed.
5. At a declared Smog Index of 401-500 (Hazardous), the school shall be closed and students shall remain at school until it is safe to send them home, in the event of a Hazardous condition.

#### VIII. Bomb Threat

Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95% of all bomb threats are hoaxes. However, the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so it can be neutralized.

If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately:

1. If the message is a telephone call, use the DCP provided Bomb Threat Checklist to collect as much specific information as possible about the device and the person calling. Upon hanging up, notify the Site Manager immediately.
2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted; care should be taken in handling the message by immediately placing it in a cellophane envelope so possible fingerprints may be detected.

The Site Manager shall take appropriate action, which SHALL include:

1. Determine whether or not to evacuate the site (a minimum of 300 feet from the building is considered safe).
2. Notify the San Jose police Department -- 911.
3. Notify the Executive Director
4. Assist Police units with site search as necessary.
5. Submit written report to Executive Director after incident is over.
6. Appropriate action MAY include:
  - a. Preliminary visual search by volunteer staff persons in their own work areas to detect anything unusual.
  - b. Search of outside areas of buildings, grounds, boiler rooms, rest rooms, closets by custodial personnel.
  - c. Evacuation of site.

If a suspected explosive device is found:

1. DO NOT TOUCH IT!
2. Report it to the police.
3. Evacuate all personnel to a safe distance.
4. Open windows and doors to reduce potential damage if the device should explode.

#### IX. Utilities Failure

##### *Warning:*

Occurrence of outage.

Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. The basic District policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

In response to the failure of any utility the following actions shall be taken:

1. Call Site Manager / Assistant Site Manager immediately - Follow up with Site Manager / Assistant Site Manager to see if the Site Manager / Assistant Site Manager needs to call the Utility company.
2. Advise the faculty and staff of the problem and what actions are being considered. 3. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
4. Notify Food Services if outage will affect lunches.
5. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Executive Director to provide accommodations.
6. Notify the Executive Director of all actions taken so that the central office will be able to respond to calls from parents or the media.

##### Water Service Failure:

1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request maintenance to deliver portable sanitary facilities to your school.
2. Notify Food Services if lack of water will affect lunches.

##### Electrical Service Failure:

1. Actions to be planned and/or taken during electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity is expected to be off. In general, if the power outage is expected to last more than 60 minutes, students will be released.
2. The Site Manager / Assistant Site Manager shall contact Maintenance to determine when service will or is expected to be restored.
3. The Site Manager will keep in touch with the electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.
4. Some classes will necessarily have to be altering classroom work schedules due to the lack of electrical current when classes are to continue.
5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.
6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are "dead".
7. Evacuation routes must be planned to avoid fallen electrical wiring.

##### Gas Service Failure:

1. Gas service is a primary source of heat; therefore in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.

2. If a gas leak creates a danger of explosion, the actions described under “threat of Explosion” should immediately be implemented.

#### X. Civil Defense

Pending Updated Information

#### XI. Campus Unrest

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Principal determines that the safety of students and staff is jeopardized.

Responsibilities:

##### Principal

1. Initiate Action SECURE BUILDING.
2. Notify Police
3. Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
4. Utilize non-teaching staff, central office personnel, etc. to move students either into classrooms or off campus.
5. Instruct all staff members to take names of all students who fail to cooperate.
6. If time permits and staff members are available, parents of uncooperative students are to be called.
7. Under extreme circumstances, discuss with the Executive Director of the closing of school. Schools may be closed only at the direction of the Executive Director or designee.

##### Staff

1. Teachers will maintain classes at the direction of the Principal
2. Teachers will instruct students to silence their cell phones and refrain from texting.

#### XII. Drive-By or Active Shooter (Lockdown)

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities:

##### Site Manager/ Principal

1. Initiate Action SECURE BUILDING or Action RUN, HIDE AND DEFEND.
2. Immediately call 911 and the Executive Director.
3. Work in coordination with and at the direction of law enforcement officials.

##### Staff

1. In classrooms, maintain Action SECURE BUILDING or Action RUN, HIDE AND DEFEND until the all clear signal sounds.
2. In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach the enclosed area.
3. Teachers instruct students to silence their cell phones and refrain from texting.

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such an incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

### XIII. Hostage Situations

If an intruder(s) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities:

Site Manager/Principal

1. Immediately notify San Jose Police and other appropriate law enforcement agencies.
2. Initiate Action SECURE BUILDING.
3. Notify the Executive Director.
4. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
5. Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

1. Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
2. Keep your distance. Give the intruder(s) ample personal space.
3. Do not attempt to deceive or threaten the intruder(s).
4. Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).
5. Teachers instruct students to silence their cell phones and refrain from texting.
6. Be constantly alert and prepared for violence. Initiate Action RUN, HIDE AND DEFEND if the intruder(s) open fire.

Tips for Handling Hostage Takers:

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken:

Site Manager / Assistant Site Manager

1. Inform staff supervising students in classrooms to initiate Action RUN, HIDE AND DEFEND.
2. Immediately notify San Jose Police and appropriate law enforcement agencies. Call 911.
3. Notify the Executive Director and Central Office, who will notify others.
4. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
5. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Staff

1. In classrooms, maintain Action RUN, HIDE AND DEFEND until the situation is resolved.
2. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DUCK, COVER AND HOLD; this should be done only when there is no chance for students to reach safer areas.

### XIV. Shelter in Place

Situations where there is no immediate threat to the school.

- Dangerous incident in the surrounding neighborhood
- Dangerous incident at a nearby school
- Any situation where you feel keeping student inside is the safest alternative

Responsibilities:

Site Manager/ Principal

1. Initiate Action Shelter in Place.
2. Immediately call the COO and/or Executive Director to notify of the shelter in place
3. Work in coordination with and at the direction of law enforcement officials.

## Staff

1. Lock all doors, close windows (NO Barricades)
2. Remain inside; engage in normal indoor activities
3. Keep movement outdoors to a minimum
4. Use the buddy system with at least one adult when leaving the classroom
5. Before leaving the classroom, notify the office or next-door classroom
6. If students are to be released; it should be by direct handoff at a location determined by the school administration
7. School administrators may give the "ALL CLEAR" announcement

## XV. Infectious Disease/Pandemic

*Warning:* Notification by email to each site.

The Public Health Department (CDPH) will monitor and communicate infectious disease/pandemic responses in collaboration with the Santa Clara County Office of Education.

To receive Public Health Department (CDPH) Information, you may dial (408) 792-5050 at any time for Public Health General Information.

Upon receipt of an Infectious Disease/Pandemic Alert from the Public Health Department (CDPH) or Santa Clara County Office of Education to DCP Central Office, DCP Central Office will notify the Site Manager and the Site Manager shall:

1. Notify all personnel of the alert.
2. The Public Health Department will provide School Site Managers guidance to identify illness, report cases and separate ill students.
3. The Public Health Department will provide guidance for increased infection control in schools. Possible measures include:
  - a. Social distancing (instructions provided for classrooms)
  - b. Advise the School Principal to cancel school functions or meetings
  - c. The Public Health Department will provide guidance for increased infection control in schools. Possible measures include providing: surface disinfectant, hand sanitizer, protective masks and gloves.
  - d. Issue and post hand-washing instructions in all classrooms
  - e. Provide guidance on supplies needed including soap, water, paper towels, hand sanitizer, surgical masks, disinfectant cleaners, trash receptacle and gloves
  - f. Provide guidance to School janitors regarding cleaning and disinfecting.
  - g. Direct the School to close, upon which DCP's closure protocol will be followed

## Tips for Stopping the Spread of Germs at School:

1. Avoid close contact - Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.
2. Stay home when you are sick - If possible, stay home from work, school, and errands when you are sick. This will help prevent spreading your illness to others.
3. Cover your mouth and nose - Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick. Flu and other serious respiratory illnesses, like respiratory syncytial virus (RSV), whooping cough, and severe acute respiratory syndrome (SARS), are spread by cough, sneezing, or unclean hands.
4. Clean your hands - Washing your hands often will help protect you from germs. If soap and water are not available, use an alcohol-based hand rub.
5. Avoid touching your eyes, nose or mouth - Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
6. Practice other good health habits - Clean and disinfect frequently touched surfaces at home, work or school, especially when someone is ill. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

# Site Emergency Team Roster

All unassigned personnel report to the command post

Last Name	First Name	Role   Emergency Team
Davis	Joyce	Principal   Command Post
Miguel	Ericka	Assistant Principal   Admin Command Post
Bravo	Verenice	Dean of Student Culture   Admin Student Release Team
Kharroub	Omar	Athletic Coordinator   Teacher Site Security
Robledo	Shayna	College Guidance Counselor   First Aid
Ochoa	Fatima	Bilingual Clerk   Admin Search and Assessment
Ezzat	Alondra	Operations Manager   Admin Search & Assessment, Morgue
Glover	Amner	Admin Sanitation

## Emergency First Aid Team

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

The First Aid Team leader who can act as a triage person is: See Team Roster

First Aid Team members are: See Team Roster

-----  
**Preparation**

1. Annually:
  - a. Update First Aid Certification of team members.
  - b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
  - c. Develop triage procedures with First Aid team members.
  - d. Decide Primary and alternate location for the emergency First Aid center and the morgue.
  
2. In an Emergency, teachers on the First Aid Team shall:
  - a. Evacuate their own class to the assigned evacuation area.
  - b. Transfer their students and the enrollment/emergency data to another teacher.
  - c. Report to and activate the predetermined emergency First Aid Center.
  - d. Implement triage and administer First Aid as necessary.
  - e. Supervise the use and distribution of First Aid supplies.
  - f. Notify the Command Post of staff and student injuries.

## Search - Assessment Team

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. The Search/Assessment Team is one team of two each (buddy system for safety) who search for the injured or trapped.

Search and Assessment Team members are: See Team Roster

Preparation:

1. Annually:
  - a. Choose personnel pairs for sub-teams based on school size.
  - b. Divide campus into predetermined sweep areas.
  - c. Sub-teams become familiar with their areas.
  - d. Know locations of:
    - 1) First Aid supplies and equipment.
    - 2) Water supplies and emergency food supplies
2. In an Emergency, teachers on the Search/Assessment Team shall:
  - a. Evacuate their room to evacuation area and transfer their students and enrollment/emergency data to another teacher.
  - b. Report to the assigned area, link up with your partner and begin sweep of the area.
  - c. Give a status report to the Command Post.
  - d. Continue to monitor as needed during an emergency.
3. Cautions:
  - a. Proceed carefully, buildings will be unstable.
  - b. Proceed quietly so calls for help can be heard.
  - c. Call out when entering your area, then wait for an answer.
  - d. Remain in voice contact with your partner at all times.
  - e. Secure unsafe buildings/classrooms against reentry. Post adults at the entry if necessary.
  - f. Notify the command post of unsafe buildings/classrooms.

## Assembly Area Team

When the site is evacuated to their assigned spots in the general assembly area the Assembly Area Team shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

Assembly Area Team members are: See Team Roster

Preparation:

1. Maintain a current map of the assembly area showing where classes are to congregate.
2. Take appropriate action to reduce fear and anxiety among students. Take control!

Emergency Action:

1. Have teachers take the role of students.
2. Create a list of missing students.
3. Begin the process of locating children or identifying them as absent.



4. Prepare a summary of missing, injured, or dead students and deliver them to Command Post. Work from facts, not rumors.
5. Work with the Security Team to keep students on site.

## Site Security Team

DCP's policy in a Declared Emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the school's directions, students will have been told about this policy and should follow instructions of school personnel.

The Site Security Team will require all students to remain on site until released.

Parents or other adults coming on campus should be directed to the Student Release Area to have their student released to them. Site Security Team members are: See Team Roster

## Student Release Team

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly area and parents should be required to follow release procedures.

The most important task is to guarantee that documentation is kept about to whom each student is released.

Student Release Team members are: See Team roster

Preparation:

1. Maintain a current roster of all students.
2. Maintain a copy of the Health and Emergency Card for each student, which lists persons authorized to pick up student.
3. Maintain a supply of the Student Release forms for adults to fill out to release their student.

In an Emergency:

1. Have parents/adults complete release form.
2. Check form against authorized list.
3. If O.K., send messenger for student.
4. Teachers or other adults supervising students shall take authorization slip and release student to parent and note in register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master roster.

## Messengers

If adult personnel cannot accommodate communications on site, upper-grade students may be utilized to assist.

Preparation:

1. Identify students who could be used for internal, onsite message delivery.
2. Instruct them of their responsibilities, of where they are to report, and most importantly, of safety practices to follow.

In an Emergency:

1. Messengers are released from teacher responsibility and will report to the Command Post.

# Location Of Emergency Supplies And Equipment

<b>First Aid Supplies:</b>	Emergency Backpacks, Front Desk cabinets, each
<b>First Aid Equipment:</b>	classroom Emergency backpacks
<b>Emergency Water Supply:</b>	In each classroom, extra bottles in Principal office
<b>Emergency Food Supply:</b>	In classroom backpacks, extra bars in Principal
<b>Two-Way Radio</b>	office Front Desk, Admins and Campus supervisor.
<b>Transmitter: Emergency</b>	Front Office
<b>Radio:</b>	Janitors closet
<b>Utility turnoff Tools:</b>	



# Student Release Request

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Adult requesting student release: \_\_\_\_\_  
(please print)

Relationship to student: \_\_\_\_\_

Destination: \_\_\_\_\_

On Emergency Card:    Yes        No

Released by Title: \_\_\_\_\_  
(please print)

Date: \_\_\_\_\_                      Time: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

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# Student Release Request

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Adult requesting student release: \_\_\_\_\_  
(please print)

Relationship to student: \_\_\_\_\_

Destination: \_\_\_\_\_

On Emergency Card:    Yes        No

Released by Title: \_\_\_\_\_  
(please print)

Date: \_\_\_\_\_                      Time: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

# Emergency Status Report

(To be completed by Site Manager/Designee)

Time Report filed: \_\_\_\_\_

Date: \_\_\_\_\_

**Immediate Assistance Required:**

- None  Medical  Fire  Search and Rescue  Support Personnel

**Condition of Students:**

- All accounted for  No injuries  No immediate help required

- Missing (number):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Trapped in building (number):

\_\_\_\_\_  
\_\_\_\_\_

- Injured (number) \_\_\_\_\_

- Number requiring immediate medical attention.

*Type of Injury Name*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Condition of School Buildings and Grounds (e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, exposed wiring, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Supplies and Equipment Inventory Form

## Emergency Equipment

### *First Aid Items:*

First Aid Kit has been distributed to each teacher, a kit is kept at the front desk, and one is also kept with the Emergency backpack.

### *Emergency Water Supply:*

One Gallon in each classroom, extra bottles in staff supply closet

### *Emergency Food Supply:*

Granola bars and candy in classroom backpacks, extra bars in staff supply closet

### *Two-Way Radio Transmitter:*

Front desk with Office Clerk, Assistant Principal

## Mandated Reporting of Student Neglect or Abuse

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of the Child Abuse and Neglect Reporting Act, a "mandated reporter" is any DCP employee at any location.

Therefore, if any DCP employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect. The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3) When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

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

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. School volunteers, while not mandated reporters, are also be encouraged to report any suspected cases of abuse and neglect.

## Exposure Control Plan (ECP) Blood Borne Pathogens

Downtown College Prep (DCP) is committed to providing a safe and healthy work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with California Code of Regulations, Title 8, Section 5193; Blood borne Pathogens.” The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees.

### Purpose:

This procedure establishes minimum procedures to be followed to prevent exposure to Blood borne Pathogens during potential exposure incidents. The most likely exposure incidents at DCP are: when responding to illness and injury or while performing sanitation or cleaning duties following a spill of blood or other potentially infected fluid. Additionally, an employee could experience unintended exposure from contact with blood or Other Potentially Infectious Materials (OPIM).

This procedure applies to all School employees, all contractors and vendors performing work on school property, and all other individuals who are visiting or have business with the School.

### Program Administration:

The Chief Operating Officer or designee is responsible for review and enforcement of this program and is also responsible for appropriate employee training. School Operations Managers or their designees are responsible for providing and maintaining all the necessary person protective equipment, engineering controls (such as sharps containers), labels and red bags as required by the standard.

Employees shall comply with all procedures outlined in this policy.

### Blood-borne Pathogens Safety Procedures:

The blood borne pathogens safety procedure has been developed by DCP to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the California Code of Regulations (CCR) Title 8, Section 5193.

The following are several principles that should be followed by DCP employees when working with, or if exposed to, blood borne pathogens:

1. Being prudent and wise in their work to minimize exposure to blood borne pathogens
2. Never underestimate the risk of exposure to blood borne pathogens
3. DCP shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

1. At least annually
2. Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
3. Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all DCP employees at any time.

### Exposure Control:

To effectively eliminate or minimize exposure to blood borne pathogens, DCP has implemented the following methods of compliance.

### Universal Precautions:

DCP observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, DCP employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

#### Engineering Controls:

When necessary, DCP shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:

1. Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
2. Containers for contaminated sharps have the following characteristics:
  - Puncture-resistant
  - Color coded or labeled with a biohazard warning label
  - Leak-proof on the sides and bottom

Specimen and Secondary Containers which are:

- Red in color
- Puncture-resistant, when necessary
- Color coded or labeled with a biohazard warning label
- Leak-proof on the sides and bottom

#### Workplace Controls:

Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment [PPE]), clean-up and housekeeping techniques

#### *Hand washing:*

Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

#### Gloving (and other personal protective equipment [PPE]):

Gloves and other PPE should be worn at a minimum under the following conditions: ●

At all times when contact is anticipated with blood or other bodily fluids.

- When the wearer has an open sore or cut and handling bodily fluids or blood. ●

When rendering first aid.

- When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

#### Clean Up of Spills:

The following safe practices should be followed when cleaning up spills:

- Always wear gloves and other PPE as necessary to prevent exposure
- Use towels or other absorbents in conjunction with soap and water.
- Use approved disinfectants as necessary.
- Discard absorbents and other materials in appropriate plastic bag labeled for such items ●
- Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

#### Housekeeping:

The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- If equipment or PPE become contaminated, immediately remove and replace them. ●
- Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- Make sure broken glassware, which may be contaminated, is cleaned up using such items



as a dustpan, tong, etc. Do not pick up broken glassware directly with your hands. • Discard regulated waste in manner consistent with law.

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- Discard sharps immediately in containers provided for such.
- Always close containers
- If a container is leaking place one container in a second container.
- Containers for regulated waste other than sharps are red in color and labeled biohazard. • The COO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. The school shall keep written records of regulated waste disposal offsite.

#### Information & Training:

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The COO or his/her designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the COO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s).

The training program shall cover at a minimum:

- Blood borne Pathogen
- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers • Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program • Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

#### Labels & Signs:

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

#### Post Exposure and Follow-Up:

Any employee (including both personnel trained and authorized to respond to incidents and those that are not) should immediately do the following if an exposure is suspected:

1. Wash exposed skin surfaces with large amounts of soap and warm water. Exposed mucus membranes should be rinsed with large quantities of warm water
2. Report any actual or suspected exposure incident to their supervisor or the plan administrator. The employee will immediately be referred to a physician or other licensed health care provider for confidential follow-up care to be provided at no cost to the employee.
3. An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
  - Date and time of exposure
  - Location of exposure
  - The type of potentially infectious materials (blood, urine, etc.)
  - Source of infectious materials
    - Circumstances of the exposure (type of work being conducted)
    - Cause of exposure if known (accident, equipment malfunction, etc.)

- Was PPE worn
- Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)

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4. After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
5. Follow-up shall provide exposed employee with the following confidential info: ●
  - Documentation regarding the routes of exposures and circumstances\
    - Identification, if possible, of the source individual (unless infeasible or prohibited by law). ●
      - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion:

The healthcare professional shall provide DCP with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following: 1. Whether Hepatitis B Vaccinations is indicated for the employee.

2. Whether the employee has received the Hepatitis B Vaccination

3. Confirmation that the employee has been informed of the result of the evaluation 4.

Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

All medical records concerning employees are kept confidential and will not be disclosed or reported to anyone without the written consent of that employee (except as required by law).

## Safe Ingress & Egress, Discipline, Dress Code

It is the responsibility of each school site to address ingress & egress, discipline, and dress code in the student handbook. The handbook should be distributed to all students at the start of the academic year. The school should collect acknowledgement from the student and their family that the handbook has been read and understood as the operating principles.

## Safety Plan Goals 2022-2023

GOAL 1: Accurately track and report referral, suspension, and expulsion data

Strategy 1.1: Identify how to run reports from Powerschool

Strategy 1.2: Create indicators (red, yellow, green) for data

Assessment 1.1: DCP Dashboard – reported every six weeks

### Comments:

This year the goal is to develop a system to track and report data on a regular basis. Following this year, we will develop goals surrounding the reduction of certain types of discipline issues.

GOAL 2: Execute safety drills

Strategy 2.1: Create a yearly plan for safety drills

Assessment 2.1: Earthquake drill and debrief

Assessment 2.2 Fire drill and debrief

Assessment 2.3 Lockdown drill and debrief

Comments:

This year the goal is to execute the drills, and to align those drills with staff meeting trainings and assembly presentation to students. Following this, we will develop more concrete goals to modify and improve our drills.

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## Plot Plans

### Plot Plan #1 – Assembly Area Assignments

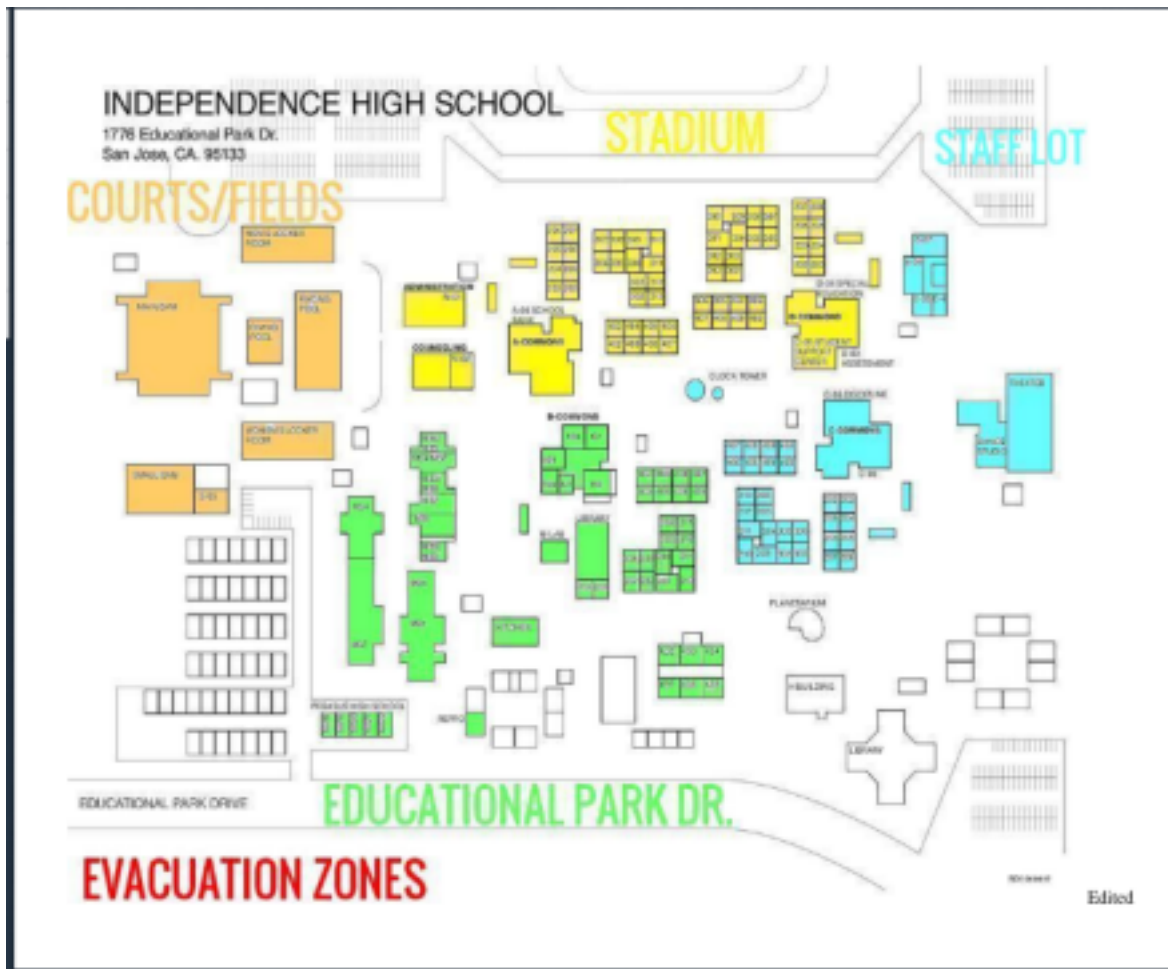
Command Post:	Command Post Team
Triage:	First Aid Team
First Aid:	First Aid Team
Morgue:	Teacher Representatives
Sanitation:	Teacher Representatives
Evacuation	Teacher Representatives
Assembly: Student	Student Release Team
Release Area:	



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Plot Plan #2 – Utility Shut Off Locations and Procedures - Pending information requested from Independence High School

Plot Plan #3 – Evacuation Map



**APPENDIX A –  
AED Cardiac Emergency Response Plan**

**Downtown College Prep**

This Cardiac Emergency Response Plan is adopted by **Downtown College Prep** effective **7/1/19**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

*Note:* Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Downtown College Prep** shall be as follows:

**1. Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

**2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

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**3. Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for **Downtown College Prep**: (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency. (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency. (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **Downtown College Prep** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the

maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.

- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

#### **4. Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows: (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
  - (2) Adjacent to each AED.
  - (3) Adjacent to each school telephone.
  - (4) In the gym, and in all other indoor locations where athletic activities take place.
  - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
  - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:

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- (1) All staff and administrators at the start of each school year, with updates distributed as made.
  - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
  - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
  - (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The



modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

## **5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use**

### (a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Downtown College Prep** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

### (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Downtown College Prep** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined

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as full and successful completion of the Drill in 5 minutes or less.

**Downtown College Prep** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

## **6. Local Emergency Medical Services (EMS) integration with the school/school district's plan**

- (a) **Downtown College Prep** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services

- (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
  - (c) **Downtown College Prep** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

## **7. Annual review and evaluation of the Plan**

**Downtown College Prep** shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency. (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency. (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available.

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Personal identifiers should not be collected unless the information is publicly available.

- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
  - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed

by all responders.

- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

## **8. Protocol for School Cardiac Emergency Responders**

### **Downtown College Prep Cardiac Emergency Response Team PROTOCOL**

#### **For All Schools**

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

**(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:**

- The person is not moving, or is unresponsive, or appears to be unconscious. ● The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).

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- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

**(b) Facilitate immediate access to professional medical help:**

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team. ▪ Give the exact location of the emergency. ("Mr. /Ms. \_\_\_ Classroom, Room

# \_\_\_\_, gym, football field, cafeteria, etc.”). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
  - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
  - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

**(c) Start CPR:**

- Begin continuous chest compressions and have someone retrieve the AED.
- Here’s how:
  - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
  - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3<sup>rd</sup> the depth of the chest for children under 8 years old.
  - Follow the 9-1-1 dispatcher’s instructions, if provided.

**(d) Use the nearest AED:**

- When the AED is brought to the patient’s side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED’s audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
  - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

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**(e) Transition care to EMS:**

- Transition care to EMS upon arrival so that they can provide advanced life support.

**(f) Action to be taken by Office / Administrative Staff:**

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform “Crowd Control” – directing others away from the scene.
- Notify other staff: athletic trainer, athletic director, etc.

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- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

### **Building Location Information**

#### **School Name & Address Alum Rock High School**

1776 Educational Park Dr. San Jose, CA

**School Emergency Phone#** (408) 384-4554

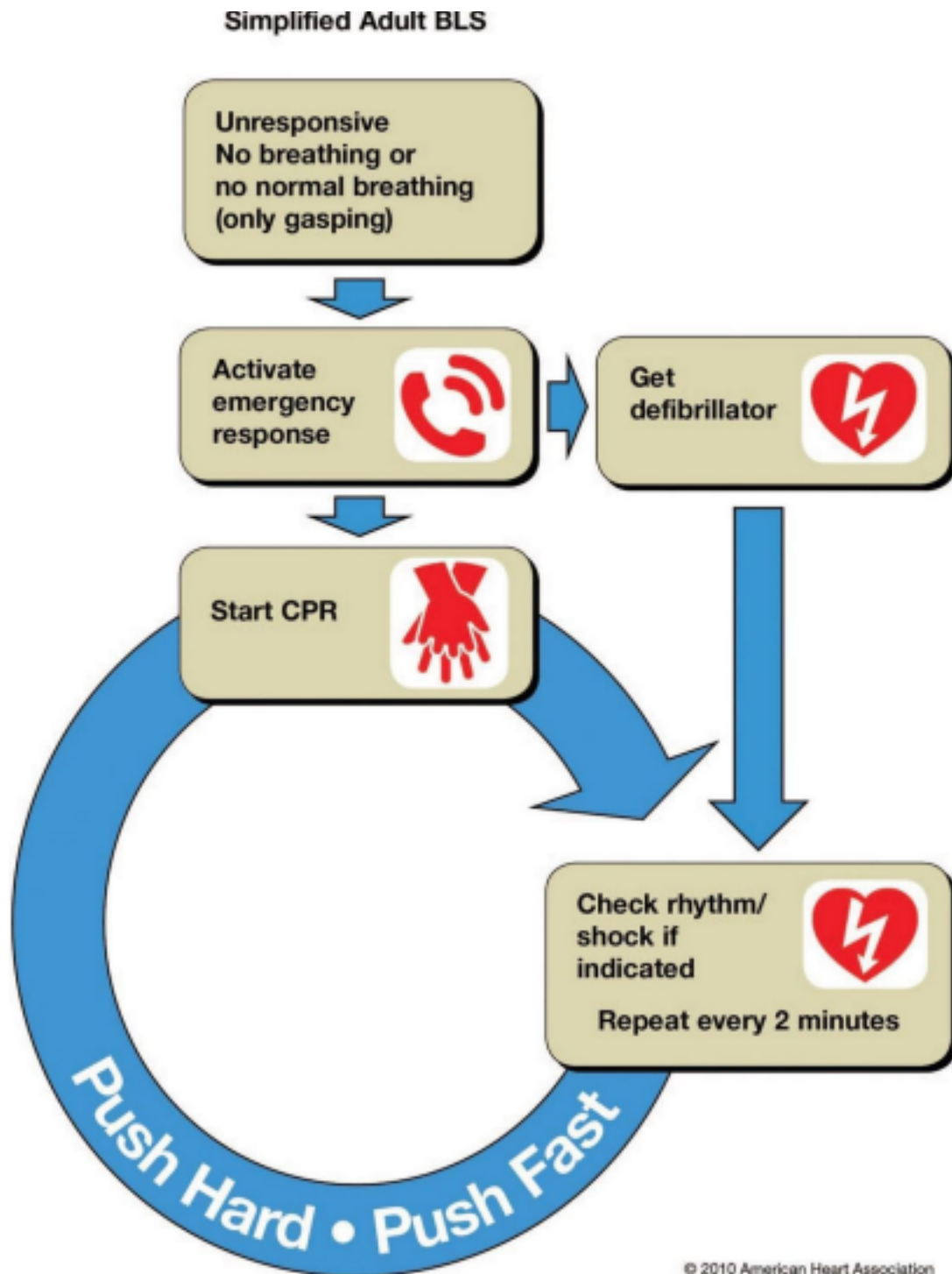
**Cross Streets** Educational Park Dr. and Las Plumas Ave

**AED Location Front Office**

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## **Downtown College Prep**

### **CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL**



## APPENDIX B – Emergency School Closing Protocol

### Priority on Safety

During emergency situations or during periods of severe inclement weather such as storms, our first priority is the safety and welfare of our students and staff. At the same time, the closing of school can be problematic for families due to child care and work schedules. In addition, the loss of instruction is detrimental to student progress. DCP considers cancelling school to be an exception, and places a strong emphasis on keeping schools open.

## **Making the Decision**

The Chief Operating Officer determines when and if conditions at one or more of the schools warrant the cancellation of school. This decision is normally made after consultation with the Senior Leadership Team (SLT), the Board President, area school superintendents, the Santa Clara County Office of Education and local emergency responders if the situation warrants it. Please note that some situations may require immediate decisions without time to consult but the COO will endeavor to consult with those or some of those named.

Every effort is made to keep schools open. This is because many DCP students rely on their schools for breakfast and lunch. These meals are not simply convenient; they provide nutritional needs for children who may otherwise go without. In addition, a significant number of our students would remain home alone without supervision if their school had an unscheduled closure. Many of our families do not have the luxury of adjusting work schedules on short notice. Furthermore, a functioning school building provides warmth, infiltrated air and safety in addition to classroom instruction.

The following criteria (guided by these CDE guidelines, which may be updated/changed for different emergencies) will be used in determining if a site should be closed: ● There is a safety issue including due to disasters (i.e., no fire alarm system, power lines down, flooding, infectious disease/pandemic).

- There is a PG&E power shutoff.
- The air quality is very unhealthy or hazardous. We will use these CDE guidelines and consult with SCCOE and SJUSD if possible.
- The school is not operational (operable condition of our buildings); conditions exist which are not conducive to learning (i.e., lack of heat, lights or water). School cannot provide meals due to reasons beyond its control. Schools should consider alternative options such as ordering Pizza, if viable. If possible, school will be held for at least a minimum day schedule.
- A significant number of staff and/or students cannot get to school sites. ● Evacuation due to natural disasters, such as earthquakes or fire and other emergencies, such as an active shooter, et cetera. Sites shall follow their safety plans to evacuate students and staff.
- Closure due to a public health issue e.g. infectious disease or pandemic. We would follow direction from the Santa Clara County Department of Health and/or SCCOE

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DCP will always make the best decision possible with the information available. As soon the DCP team is aware of a problem, the Chief Operating Officer or designee begins an analysis of the situation together with the Senior Leadership Team (Principals & Executive Team aka SLT), the Board President, other local school districts, the Santa Clara County Office of Education, San Jose Unified School District, City and County emergency groups, PG&E, and/or appropriate service vendors to determine severity of problems, advisories, estimated time of repair or changing conditions. The decision is based on the safety of students and staff.

## **Notification to Families**

Once a decision is made, families are alerted through the emergency messenger system

(email, voice, text), radio, and/or signs at the schools. Families can expect to receive an automated phone call.

School closure decisions due to inclement weather, such as storms, will normally be made before 5:00 a.m. on the day of closure. This allows conditions to be monitored overnight to avoid unnecessary closures. Closure decisions will only be made the night before if conditions are known with a high degree of certainty and warrant closure. Parents should establish contingency plans for possible closures throughout the school year regardless of the season.

### **Family Discretion**

Whenever a decision is made to cancel school or alter the school day, it is based on the general safety conditions for all students and staff. DCP recognizes that conditions may vary for each individual student or family. If school is open and the parent or guardian feel it is unsafe to send their child to school, the student can be given an excused absence if the absence is communicated in accordance with the Student Handbook requirements.

**General Information Regarding School Cancellation: Non Classroom Activities** School may be cancelled due to weather or other emergency situations that create unsafe conditions and may be cancelled for all DCP schools or for only one, as necessary. General guidelines for closing one or both schools also include closure of the following school activities:

- All after-school activities and field trips will be cancelled unless specifically announced by the school principal or a designee.
- All student events will be cancelled unless specifically announced by the school principal or a designee.
- Athletic events and practices will be cancelled unless specifically announced by the school principal or a designee.
- Non-District events that have event contracts to use District facilities will be cancelled unless announced by the school principal or a designee.

### **School Closure: Staff Work Options (Draft only not Approved)**

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#### **Exempt / (Salary)**

Includes Salaried Certified and Professional Staff  
(Administrators, Teachers, Directors, Most Managers)

#### **Non-Exempt / (Hourly)**

Paid hourly sign in and out  
Option 1: Work  
Option 2: Take DTO or sick day  
Option 3: Make up work by end of school

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year  
Option 4: Work from home or other remote location\*

Option 2: Take leave  
Option 3: Make up work by end of week (Saturday)  
Option 4: Work from home or other remote location\*

Option 1: Work

***\*Emergency personnel as designated at the school sites are expected to work to ensure safety.***

### **Employee Responsibilities**

- Employee must discuss and receive approval for these options with their manager
- The manager may require documentation, artifacts and/or evidence to verify work.
- Complete work from home as approved through the immediate supervisor. • 1h hourly, keep an accurate log of the work completed and time spent. • Turn in log to manager

### **Re-Opening School**

The Senior Leadership Team, Principals & Executive Team, (SLT) will stay in communication throughout the closure to determine when it is appropriate to re-open the school (s). They will provide direction to the School Operations Teams on communication to parents during and after closure. Parents will be informed when school is to reopen via automated calls. Staff will also be given regular updates during the closure. The SLT may decide to ask staff to convene the day before re-opening in order to prepare for students' return.

### **Communication After Incident:**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

Staff, especially teachers will be critical in student recovery. The Center for Diseases Control and Prevention (CDC) provides these guidelines to teachers.

## **Suspension and Expulsion Policy and Procedure Policy Overview**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the list of offenses and procedures for suspensions and expulsions for non-charter schools. As such, the language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review

of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to restorative conversations and circles, alternatives to suspension, advising and counseling students, conferring with parents or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

As used in this Policy, "school property" includes, but is not limited to, electronic files and databases.

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#### B. Enumerated Offenses

1. A pupil shall not be suspended from school or recommended for expulsion, unless the principal or the principal's designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the enumerated offenses listed below:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force of violence upon the person of another, except self-defense.

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- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Commission of this enumerated offense will not constitute grounds for expulsion. Commission of this enumerated offense will not constitute grounds for expulsion. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this

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subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 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 acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. 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 Charter School.
  - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

(1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). 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.
- (b) For purposes of this clause, "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.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

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- t) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety,

or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

- u) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

## 2. Mandatory Offenses:

a) Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:

i. Causing serious physical injury to another person, except in self-defense.

ii. Possession of any knife or other dangerous object of no reasonable use to the pupil.

iii. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

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iv. Robbery or extortion.

v. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

vi. If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

b) The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:

i. Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term "firearm" has the same meaning as described in Section 921 of Title 18 of the United States Code.

ii. Brandishing a knife at another person.

iii. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

iv. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

v. Possession of an explosive. The term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

If it is determined during an expulsion hearing that a student has possessed a firearm or explosive on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

### 3. Other Means of Correction

Suspension or expulsion for any offense not listed in Section 2, Mandatory Offenses, shall be imposed only when other means of correction fail to bring about proper conduct. DCP provides for Other means of correction may include, but are not limited to, the following:

a) A conference between school personnel, the pupil's parent or guardian, and the pupil.

b) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

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c) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

d) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

e) Enrollment in a program for teaching prosocial behavior or anger management.\

f) Participation in a restorative justice program.

g) A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.

h) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

i) Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

### C. Suspension and Recommendation for Expulsion Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Prior to a recommendation for expulsion, the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil



should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. This meeting may take place separate from or as part of the suspension conference explained above.

#### D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the

Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the

hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In

the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

#### J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not

limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

##### 1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team

shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

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

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

To the extent possible, DCP will make reasonable efforts to prevent students from being discriminated against, sexually harassed, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. DCP staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Moreover, DCP will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which DCP does business, or any other individual, student, or

actions and relationships, regardless of

position or gender. DCP will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

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

Executive Director

Chief Operating Officer

Downtown College Prep 1400 Parkmoor Ave, Ste 206

San Jose, CA 95126

408.271.8120 ext. 101 & 102

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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



and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

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

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

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

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act is the creation and transmission originated on or off the school site, 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:

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

1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably

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predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. “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.

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

#### Reporting

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

All members of the school community, including students, employees, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Chief Operating Officer (COO) or the Executive Director (ED) Please see below for contact information.

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

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

Students are expected to report all incidents of discrimination, intimidation, sexual harassment, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

DCP acknowledges and respects every individual’s rights to privacy. All

reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings and/or

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resolve the issue, as determined by the Executive Director or designee on a case-by-case basis.

DCP prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

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

#### Investigating

Upon receipt of a report of harassment, sexual harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of DCP, the COO or ED will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the COO or ED determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the COO, ED or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation, which lead to the report.

However, in no case may the COO, the ED or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, sexual harassment, harassment, intimidation or bullying would remain in a secure location in DCP's Central Office.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Policy and Procedures, such investigation will be undertaken concurrently.

#### Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time

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during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

#### Appeal

Should the reporting individual find the COO or ED’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Board of Directors. The Board shall conduct a confidential review of the Complainant’s appeal and render a final disposition. In addition, when sexual harassment, harassment, or bullying is based upon one of the protected characteristics set forth in this policy, a Complainant may also file a Uniform Complaint at any time during the process, consistent with the Uniform Complaint Policy and Procedures. Unless the harassment is also being investigated as part of the Uniform Complaint Policy Process, the decision of the Board shall be final.

#### Consequences

Students or employees who engage in discrimination, sexual harassment, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion for a student, as outlined in DCP’s Student Discipline Policy.

#### ED & COO Contact Information

Executive Director, ext 101 Chief Operating Officer, ext 102  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126  
408-271-8120  
complaints@dcp.org

TITLE IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form  
(Additional pages can be added & attached if necessary)

Your Name:      Date:     

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize DCP to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this

regard could result in disciplinary action up to and including termination.

Date:

Signature of Complainant

Print Name

To be completed by DCP:

Received by: Date:

Follow up Meeting with Complainant held on:

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## Assessment of School Safety and a Healthy School Climate dcp

### Alum Rock High School

	Suspensions	Expulsions	Chronic Absence Rate
2015 - 2016	9.2%	0.16%	N/A
2016 - 2017	4.2%	0.14%	13.9%
2017 - 2018	3.8%	0%	13.4%
2018 - 2019	3.4%	0%	13.3%

### Spring 2018 DCP Alum Rock High School Family Survey School Report

Summary Measure	Downtown College Prep Alum Rock - High School	Typical School in Downtown College Prep	Typical School Nationally
Communication and Feedback	76%	64%	52%
School Safety	73%	60%	60%
Relationships	96%	82%	72%
Resources	79%	70%	58%
Engagement and Empowerment	73%	63%	50%
School Culture	89%	80%	70%

### Spring 2019 DCP Alum Rock High School Family Survey School Report



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### Crisis Intervention and Support for Suicide

(BP 5141.52)

In the event a suicide occurs or is attempted on the DCP campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in DCP's 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. DCP staff may receive assistance from, DCP Director of Student Services, DCP counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the DCP campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like DCP to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests. 5.

Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation;



informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

**Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in DCP activities to notify a teacher, the Principal, another DCP administrator, psychologist, DCP counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. DCP staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.