



Downtown College Preparatory  
El Camino Middle School  
El Primero High School

**Comprehensive School  
Safety Plan**

2023-2024

Updated: June 29, 2023  
Board Approved:

Preparing First Generation Students for College Success

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## **School Information**

Site Name: DCP El Camino Middle, DCP El Primero High

Address: 1402 Monterey Hwy. San Jose CA 95110

Main Phone: MS: (408) 384-4040 HS: (408) 271-1730  
HS

Site Manager: MS: Linda Diaz-Sepulveda, Principal  
HS: Jordan Apgar Principal

Assistant Site MS: Katrena Andrist, Assistant Principal  
Managers: MS: Luis falcon, Dean of Students  
MS: Martha Rivera, School Operations  
Manager

HS: Lori Hartmann, Assistant Principal  
HS: David Blanco, Assistant Principal  
HS: Katya Silva, School Operations  
Manager

## Emergency Area Locations (Primary)

Command Post Location:	Middle School Entrance
First Aid Station Location:	Adjacent to Gym
Student Release Area Location:	Middle School Exit
Assembly Area Location:	Different Areas see map

## Emergency Area Locations (Secondary)

Command Post Location:	Sacred Heart Community Center 1381 S 1st St, San Jose, CA 95110 <a href="tel:(408)278-2160">(408) 278-2160</a>
First Aid Station Location:	ECE Classroom, Pantry and Clothes closet.
Student Release Area Location:	Emergency Assembly point facing Alma (see Plot plan 4)
Assembly Area Location:	Emergency Assembly point in parking area (see Plot plan 4)

## Command Post Personnel

Site Managers:	MS: Linda Diaz Sepulveda, Principal HS: Jordan Apgar, Principal
Assistant Site Managers:	MS: Katrena Andrist, Assistant Principal MS: Martha Rivera, School Operations Manager HS: Lori Hartmann, Assistant Principal HS: David Blanco, Assistant Principal HS: Katya Silva, School Operations Manager

## Site Emergency Preparedness Committee

Site Managers:	MS: Linda Diaz-Sepulveda, Principal HS: Jordan Apgar, Principal
Assistant Site Managers:	MS: Katrina Andrist, Assistant Principal MS: Luis falcon, Dean of Students MS: Martha Rivera, School Operations Manager  HS: Lori Hartmann, Assistant Principal HS: David Blanco, Assistant Principal

	HS: Katya Silva, School Operations Manager
Teacher Representatives:	Teacher Leads
Staff Representatives:	Reyna Larios and Alondra Martinez

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

## Emergency Numbers

DCP CENTRAL OFFICE	
Main Office Line	408-271-8120
CEO: Pete Settelmayer	408-430-9445
Chief Operating Officer: Ruth Wamuyu Schriver	408-386-0420
Director of Operations: Perla Alcaraz	408-780-1131
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
ESUHSD Transportation (Bus)	408-347-5511
ALARMS	
Central Station (Alarm, Security)	408-278-6923
Alarm Company (1-800-458-4519) / Dispatch	408-277-8950
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
RED CROSS - American Red Cross, Silicon Valley Chapter – 2731 N. 1 <sup>st</sup> Street	877-727-6771
SHERIFF'S OFFICE	408-808-4400 or 911
SUPERINTENDENT OF SCHOOLS – SANTA CLARA COUNTY	408-453-6868
UTILITIES	
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 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 current a 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 the teacher through classroom doors.
2. Class exits through the door to a location posted in room on fire sign & map.
3. Teachers need to grab class lists and close doors 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 "Drop,Cover and Hold on" 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 indicated 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.

## **Plot Plan #4 – Secondary Evacuation Area**

Emergency Area Locations (Secondary)
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Command Post Location:	Sacred Heart Community Center 1381 S 1st St, San Jose, CA 95110 <a href="tel:4082782160">(408) 278-2160</a>
First Aid Station Location:	ECE Classroom, Pantry and Clothes closet.
Student Release Area Location:	Emergency Assembly point facing Alma (see Plot plan 4)
Assembly Area Location:	Emergency Assembly point in parking area (see Plot plan 4)

## **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 an initial site assessment report to the 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 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 the First Aid Center functioning?
  - 6. Have buildings been searched for victims?
  - 7. Is the student release program set up and operating?
- N. Shut off the alarm when the 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. Report immediately to the Command Center with Emergency Cart including:
  - 1. Master keys
  - 2. Current roster of students and staff
  - 3. Emergency forms and documents, emergency roster, attendance roster (copy)
  - 4. Office supplies to assist Site Manager
  - 5. First Aid Kit to assist First Aid / Triage
- C. Serve as Student Release Team when needed
- D. Assist in initial building sweep
- E. Oversee the attendance and final count of all students & staff
- F. Check for any teachers with red cards (missing students) and collect their names
- G. Collect list of missing student & staff name
- H. Utilize available adult volunteers

The Office Manager shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn 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

The Office Clerk shall:

- 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 Students medication (if applicable)
- D. 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
- B. Assist the injured

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

Teachers shall:

- A. Respond immediately to emergency signals requiring specific actions
- B. If the 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 a 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 a student is released to anyone but a parent or authorized adult, such as the First Aid center, write the student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
  - K. Enlist the help of any adult who volunteers, but make them aware of your responsibility and the limits of theirs.
  - L. 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.
  - M. 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.
  - N. Report to the Command Post when all students have been released.
  - O. Report to Site Manager for permission to be released.

**Student Aide / Teacher of students with Disabilities:**

Shall follow the same steps above as teachers and help ensure the student with disability can make it to the designated post. For all emergencies stated below.

\*If student is unable to walk or move use dolly to help move student

## **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

## **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 the earthquake stops, wait for the announcement to leave the building. \*Students with disabilities leave with support of teacher/ teacher aide
  - (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 a preplanned assembly area.
5. Teachers take roll and make a 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 the main gas valve.
8. Keep a safe distance from electrical wires, which may have fallen. Turn off the 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 the 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 the way to school, continue to school.
5. After the earthquake, if on the 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 EVACUATE BUILDING. Become familiar with "Pull Box" locations. \*Students with disabilities leave with support of teacher/ teacher aide
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 a 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. Evacuate 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 EVACUATE BUILDING \*Students with disabilities leave with support of teacher/ teacher aide
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 EVACUATE BUILDING.

2. Move to an area of safety, and maintain control of students. \*Students with disabilities leave with support of teacher/teacher aide
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 EVACUATE 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. \*Students with disabilities leave with support of teacher/ teacher aide
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. \*Students with disabilities leave with support of teacher/ teacher aide
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.

See Appendix A - DCP Flood Emergency Operations Plans for Alma ONLY

## **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. \*Students with disabilities leave with support of teacher/ teacher aide
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). \*Students with disabilities leave with support of teacher/ teacher aide
2. Notify the San Jose police Department -- 911.
3. Notify the Executive Director
4. Assist Police units with site search as necessary.
5. Submit a written report to the Executive Director after the 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 Maintenance immediately - Follow up with maintenance to see if the Site Manager needs to call the Utility company.
2. Call the Facilities to request portable lights and/or space heaters if necessary.
3. Advise the faculty and staff of the problem and what actions are being considered.
4. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
5. Notify Food Services if outage will affect lunches.
6. 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.
7. 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. \*Students with disabilities leave with support of teacher/teacher aide
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 hostages 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.

## **Emergency Team Information**

### **Site Emergency Team Roster**

All unassigned personnel report to the command post

See attachment at the end of Safety Plan for updated  
Command Post Roster



## **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 the 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 attendance 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 it 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 students.

3. Maintain a supply of the Student Release forms for adults to fill out to release their students.

**In an Emergency:**

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

**Messengers Team**

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**

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

**Site Staff Rosters**

**Middle School Site Staff Roster**

See attachment at the end of Safety Plan for updated Roster

**High School Site Staff Roster**

See attachment at the end of Safety Plan for updated Roster



# 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 \_\_\_\_\_

\_\_\_\_\_

-----

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: <input type="radio"/> None <input type="radio"/> Medical <input type="radio"/> Fire <input type="radio"/> Search and Rescue <input type="radio"/> Support Personnel	
Condition of Students: <input type="radio"/> All accounted for <input type="radio"/> No injuries <input type="radio"/> No immediate help required <input type="radio"/> Missing (number): _____ _____ _____	
<input type="radio"/> Trapped in building (number): _____ _____	
•Injured (number) _____ •Number requiring immediate medical attention.	
<i>Type of Injury</i>	<i>Name</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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 along with Narcan and an Epi-Pen, and one is also kept with the Emergency backpack.

#### *Emergency Water Supply:*

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

#### *Emergency Food Supply:*

Food supply in yellow bucket in classroom, extra bars in staff supply closet

# **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.

- 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.)

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 2023 - 2024**

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

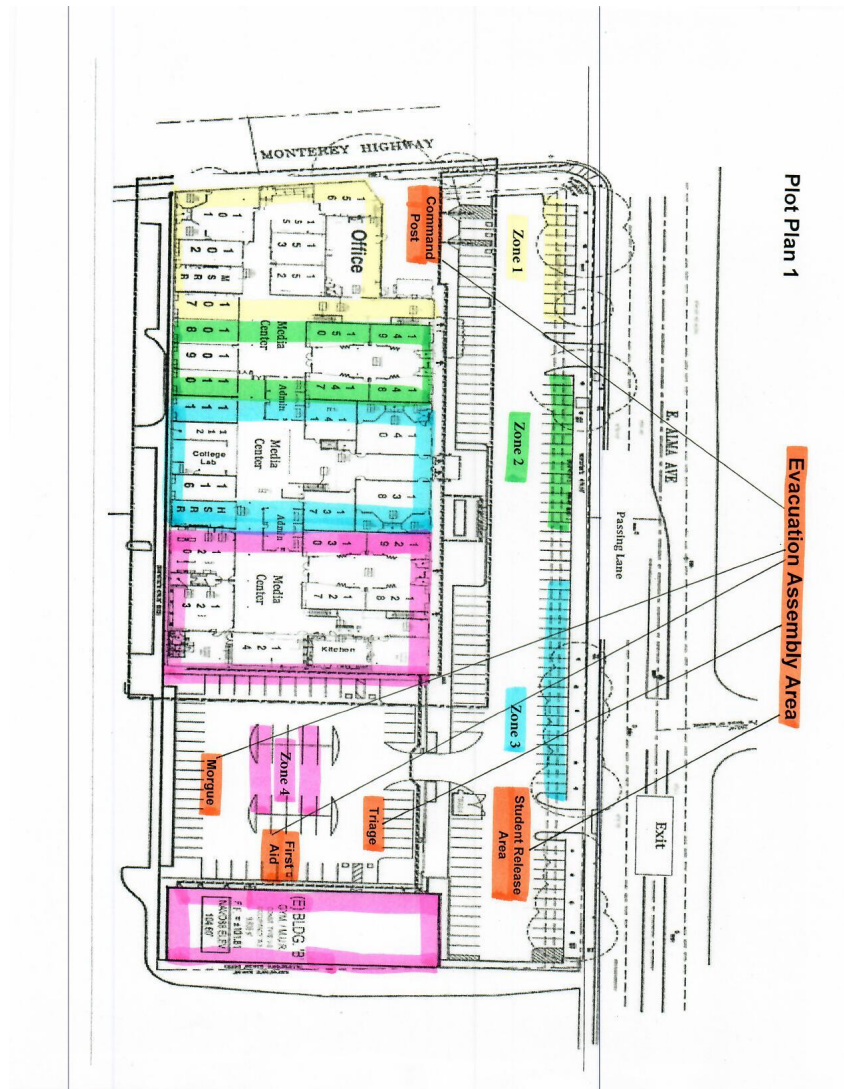
Comments:

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.

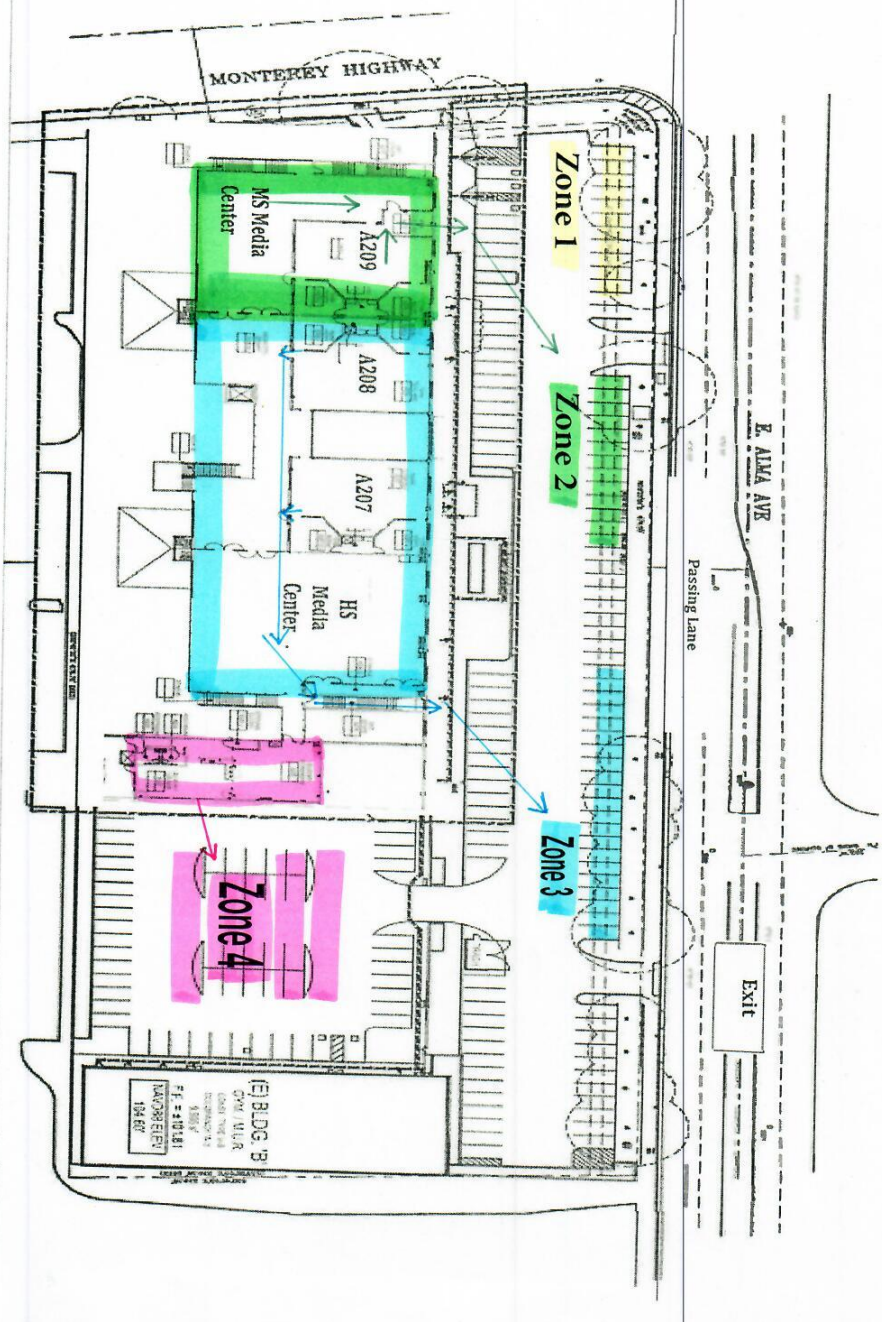
# Plot Plans

## 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 Assembly:	Teacher Representatives
Student Release Area:	Student Release Team



# 2nd Floor Exit Plan



# Plot Plan #2 – Utility Shut Off Locations and Procedures

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.

## Downtown College Prep: Utility Shut Down Locations and Procedures

There may be situations such as earthquakes, fires or other situations that would require the facility to shut down some or all of our utilities including Gas, Electrical and Water.

There may also be situations where we would manually want to shut down the automated sprinkler system (such as sprinklers coming on during a soccer game).

### The following instructions describe the location and procedure for each system:

1. Electrical: The main electrical breaker is located in the parking lot. Open the door on the far right of this cabinet using the Master Key. Throwing the main switch inside this door will shut down electricity to the entire campus.



2. Gas: The gas shut off is located on the Monterey side of the building next to the double gate entrance. The lock that will allow us access is the Master key. Using the wrench available at the front desk, turn the shut off bolt counterclockwise until it doesn't move anymore.



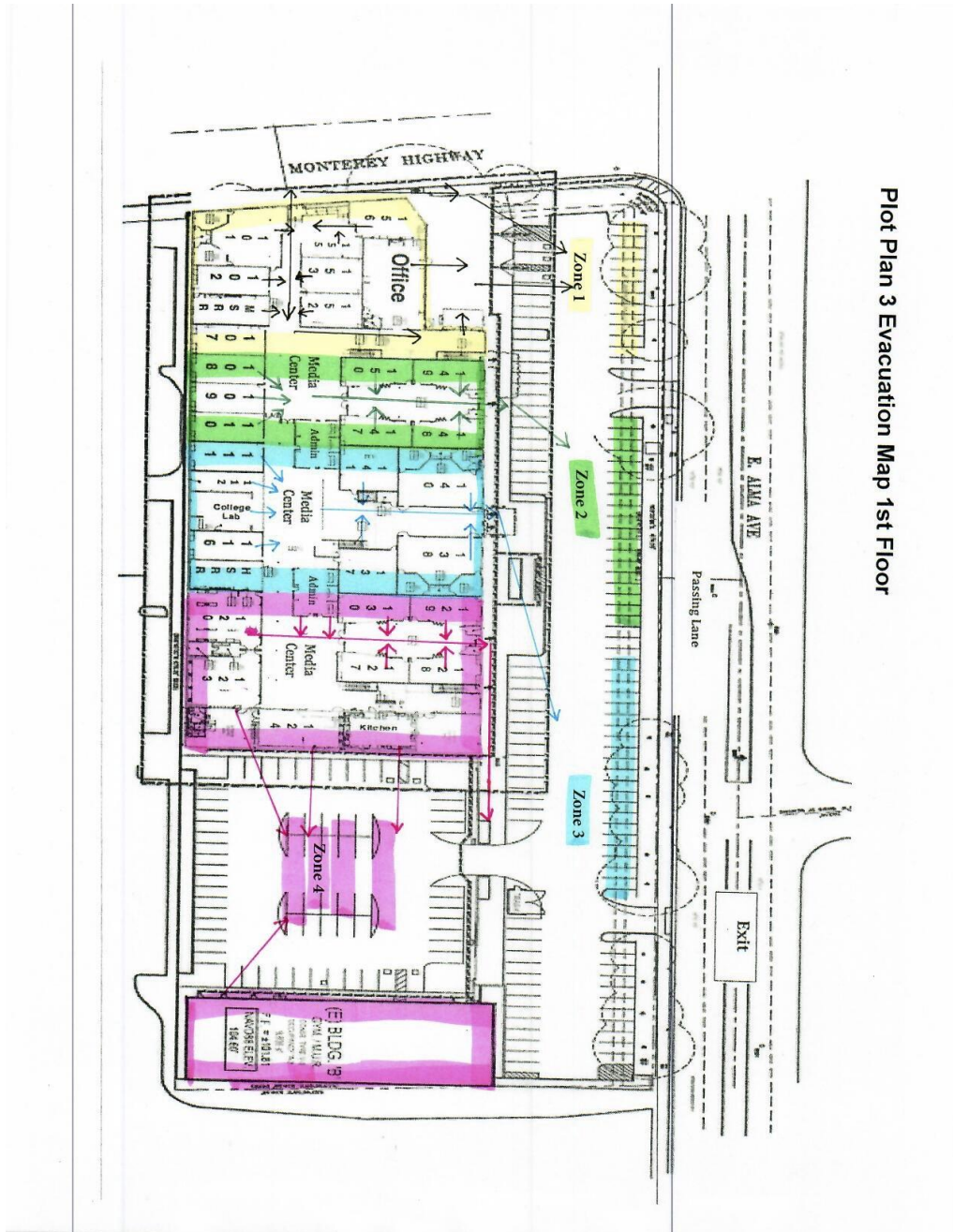
3. Water: The water shutoff valves are located on the Monterey side of the building next to the double gate entrance. Then turn down both of the two main valves clockwise like you were shutting off a faucet.





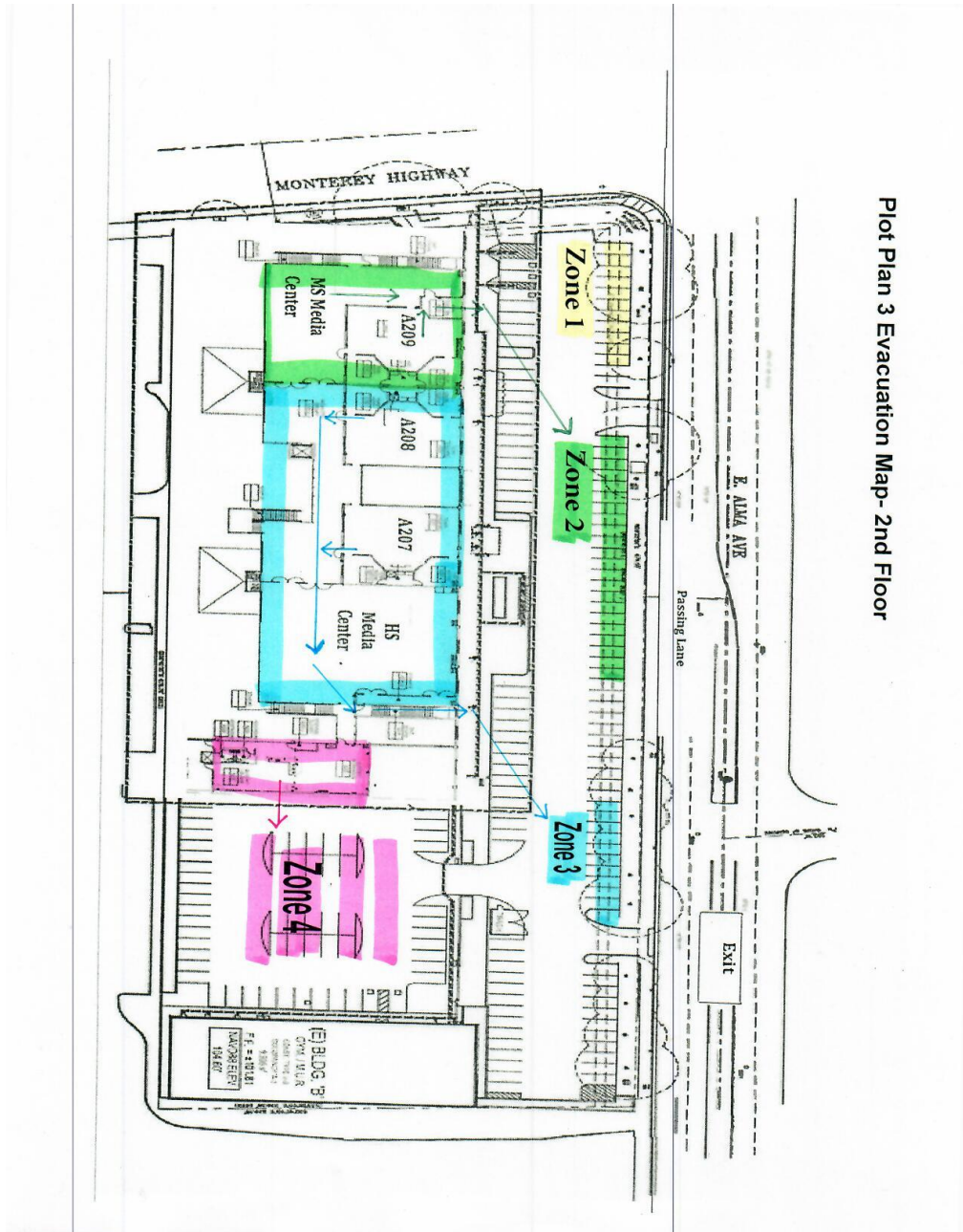
### Plot Plan #3 – Evacuation Map

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.



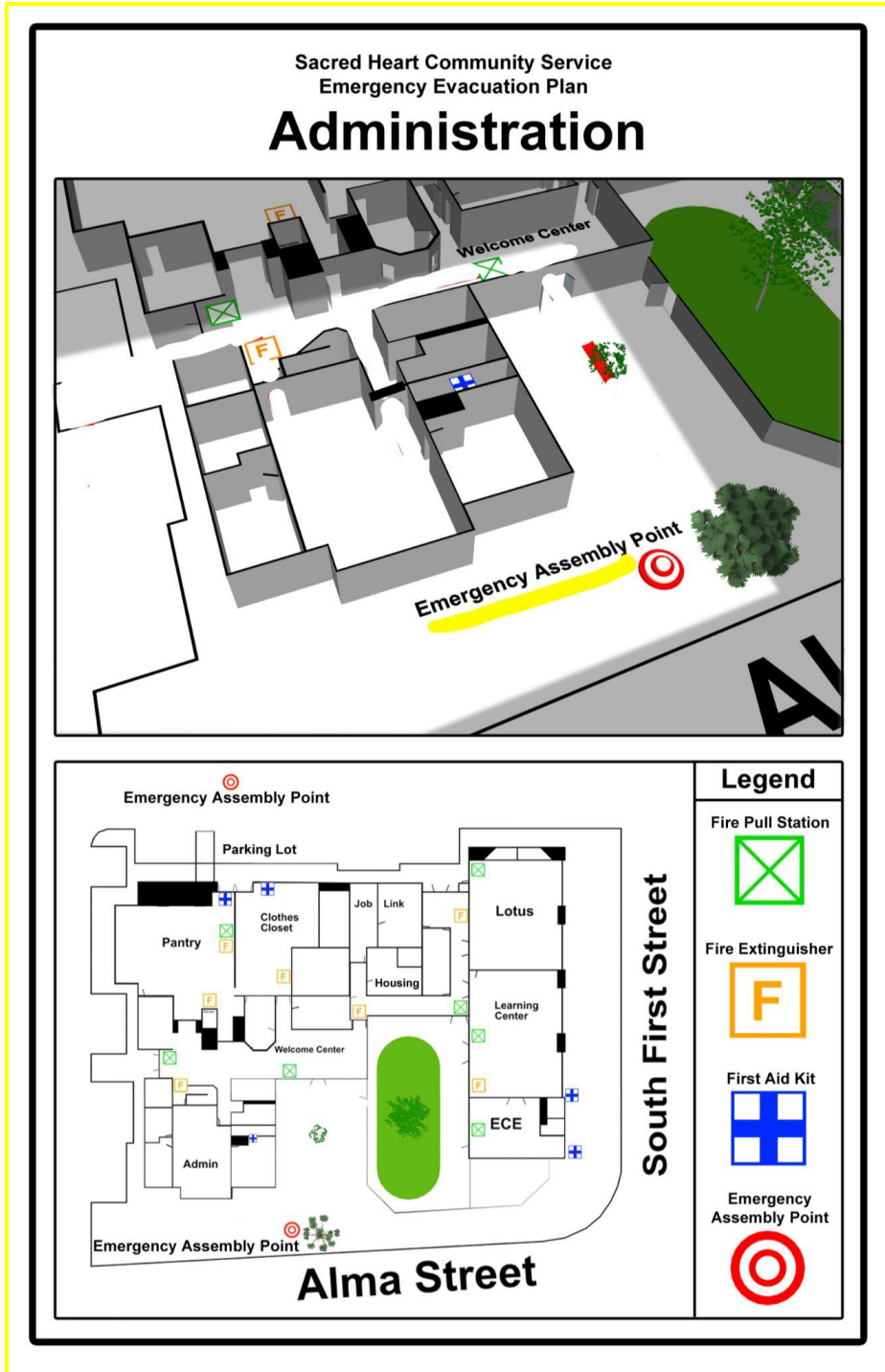


Plot Plan 3 Evacuation Map - 2nd Floor



## Plot Plan #4 – 2nd Evacuation Location

2nd Evacuation Location: Map delineating the 2nd evacuation location. For schools to use in case the 1st location is unsafe.



# **APPENDIX A- DCP Flood Emergency Operations Plan**

## *Purpose*

*Flooding is a natural feature of the climate, topography, and hydrology of Santa Clara County and its surrounding areas. The purpose of this plan is to ensure that there are procedures in place to protect staff, students and school property in case of a flood.*

## *Scope*

*The plan outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds using the flood proofing measures laid out on the attached Flood Protection Proposal site map.*

## *Responsibility for Flood Monitoring*

*The Santa Clara Valley Water District (SCVWD) is the public agency responsible for flood protection in Santa Clara County. The SCVWD, the City of San Jose Department of Transportation, the National Weather Service (NWS), and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to schools via radio, television, Internet, and telephone. The School Principals, Assistant Principals, School Operations Managers and Central Office Responsible Officials will also sign up for alerts via text and email from SCVWD and the Santa Clara County. In the event of a flood, the Incident Commander will activate the FEOP and implement the Incident Command System. The school siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.*

## *School Site Responsibility for Students*

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

**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:**

1. *Until regular dismissal time and then released only if it is considered safe, OR*
2. *Until released to an adult authorized by the parent or legal guardian whose name appears on DCP records.*
- 3) *If students are on their way to school they will be brought to school if bussed, or they should proceed to school.*
- 4) *If students are on their way home from school they are to continue home.*

*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 CEO, 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.*

*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.*

## **School Emergency Team Members**

### Site Managers/Incident Commanders/ School Site Responsible Officials:

*Middle School Principal*

*High School Principal*

### Assistant Site Managers/School Site Safety Coordinators:

*Middle School Assistant Principal*

*High School Assistant Principal*

*School Operations Manager-MS*

*School Operations Manager-HS*

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

<i>Site Emergency Preparedness Committee</i>	
<i>Site Managers:</i>	<i>MS: Principal HS: Principal</i>
<i>Assistant Site Managers:</i>	<i>MS: Assistant Principal MS: School Operations Manager HS: Assistant Principal HS: School Operations Manager</i>
<i>Teacher Representatives:</i>	<i>Teacher Leads</i>
<i>Staff Representatives:</i>	<i>Office Managers</i>

*Location Of Emergency Supplies And Equipment*

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

*Emergency Response Teams:*

*Site Communications Team*

*Leader: See Staff Roster*

<i>Flood Response Team</i>	<i>Leader: See Staff Roster</i>
<i>Fastlogs Flood Barrier Team</i>	<i>Leader: See Staff Roster</i>
<i>Assembly Area Team</i>	<i>Leader: See Staff Roster</i>
<i>First Aid Team</i>	<i>Leader: See Staff Roster</i>
<i>Food and Water Team</i>	<i>Leader: See Staff Roster</i>
<i>Search and Assessment Team</i>	<i>Leader: See Staff Roster</i>
<i>Student Release Team</i>	<i>Leader: See Staff Roster</i>
<i>Traffic and Security Team</i>	<i>Leader: See Staff Roster</i>
<i>Utilities and Hazards Team</i>	<i>Leader: See Staff Roster</i>

## **Site Organization During A Flood Emergency**

*School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate. The principal or his/her designee is responsible for activating the School Emergency Operation Plan, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will be, or will assign, the Incident Commander based on who is most qualified for that type of incident.*

### **Command Post**

*Site Managers or their pre-selected designee (hereafter referred to as Incident Commander) is the final authority at each school. He or she must be available for all decisions, information and authority during the time the schools are isolated. Therefore, the Incident Commander and the Command Post shall be housed in a central area, most likely the front of the school, with access to radio, telephone, emergency equipment or personnel. The Command Post will begin to operate immediately after a flood warning and is where the record keeping, communication, and major decision-making will take place. 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 getting set up, the First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident Commander about the:*

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

*This information is to be recorded on the Emergency Status Report and Update Forms and transmitted to the Central Office Responsible Officials.*

*Command Post Location: Directly in front of the school or in front of the gymnasium building if necessitated by flood conditions.*

*First Aid Station Location: Gym or outside covered area nearest to the courtyard.*

*Student Release Area Location: Gym or courtyard*

*Assembly Area Location: courtyard*

## **Activating The Flood Emergency Operation Plan**

*The Site Managers will determine the need to activate the plan and designate an Incident Commander.*

### *A. Incident Commander Actions*

- a. Activate alarm (flood siren) - notify staff and activate Command Post and 2-way radio*
- b. Activate Emergency Teams including the flood barrier response team*
- c. Issue stand-by instruction.*
- d. In consultation with the Site Emergency Preparedness Committee if needed, determine if evacuation is required. Activate evacuation procedures if needed.*
- e. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.*
- f. Delegate a search team to ensure that all students have been evacuated.*
- g. Activate communications plan.*
- h. Determine if additional procedures should be activated.*
- i. Notify the Site Managers/Site Communications Team of the status and action taken. The Site Managers/Site Communications Team shall notify the Chief Operating Officer and/or the Executive Director.*
- j. Update the Site Communication Team and other team leaders of any significant changes.*
- k. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.*
- l. Determine whether school will be closed or remain open.*
- m. Document all actions taken.*

### *B. Other Members of the Command Post Team*

- a. Monitor radio and Internet for flood information and report any developments to the Incident Commander (Tune to radio stations KCBS (740 AM) or KSJO (92.3 FM) for emergency information, traffic updates and instructions. If the Internet is accessible the team can also check <http://www.valleywater.org/emergencyupdates.aspx> or other emergency info websites such as the Santa Clara County National Weather Service alerts ([www.wrh.noaa.gov/mtr/](http://www.wrh.noaa.gov/mtr/)).*
- b. Review procedures with staff as needed.*
- c. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.*
- d. Implement the internal and external communications plan.*
- e. Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.*
- f. Implement additional procedures as instructed by the Incident Commander.*
- g. Take appropriate action to safeguard school property.*
- h. Document all actions taken.*

### *C. Teacher and Other Staff Actions*

- i. Execute evacuation procedures when instructed by the Incident Commander, Site Communication Team or other team leaders.*
- ii. Take the class roster and emergency to-go kits. Take attendance before leaving the campus.*
- iii. Remain with students throughout the evacuation process.*
- iv. Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.*

- v. Do not return to the school building until it has been inspected and determined safe by proper authorities.
- vi. Document all actions taken.

## **School Emergency Team Roles & Responsibilities**

### *Flood Barrier Response Team*

*The purpose of the flood barrier response team is to put in operation free standing temporary flood barriers (Boxwalls) across the two gates to the courtyard and the building entrances as depicted in the attached Phase II flood protection proposal drawing. For one entrance only as shown in the drawing, the team will need to deploy fastlogs as described in the second bullet below.*

- *The NOAQ Boxwall Flood Barrier is a free-standing temporary barrier designed for fast response to flood threats in urban areas. They have proven useful during flash floods where they are used to control fast flowing water, diverting it away from vulnerable entrances. This, in addition to the fact that they are lightweight and easy to deploy, makes them a good choice for the 1402 Monterey Road school campus. To deploy the Boxwalls, team members will be pre-assigned to each gate and door/entrance. These team members and the team leader will be trained during drills on how to set up the barriers and how to slot box sections together. In addition, our Repairs & Maintenance Vendor and our school operations teams will be trained to ensure we have trained people on standby in the event that the assigned team members are absent during an event or if there is staff turnover. The team leader may also add team members during the emergency operation to help with clearing debris or carrying the logs from the storage site to the gates. Any members assigned to the flood barrier response team cannot have other duties in the event of a flood emergency. They may serve other roles during other types of emergencies.*

### *Fastlogs Response Team*

- *Fastlogs (brochure & manual attached): To deploy the Fastlogs, two team members will be pre-assigned to each gate and door/entrance. These team members and the team leader will be trained during drills on how to attach the logs to the pre-installed wall brackets. The first drill and training will be soon after school starts and before the end of October. During the year, there will be a Fastlog operation drill every 3 months as recommended by the manufacturer. In addition, our Repairs & Maintenance Vendor and our school operations teams will be trained to ensure we have trained people on standby in the event that the assigned team members are absent during an event or if there is staff turnover. The team leader may also add team members during the emergency operation to help with clearing debris or carrying the logs from the storage site to the gates. Any members assigned to the flood barrier response team cannot have other duties in the event of a flood emergency. They may serve other roles during other types of emergencies.*

#### *o Fastlog Team Member Responsibilities*

- *Clean any debris from the pre-installed brackets as necessary*
- *Collect the stackable Fastlogs from their storage located in the South East Corner of the site. The Team Leader must ensure that team members are trained on the proper way to lift and carry the logs to ensure that no damage occurs.*
- *Move the Fastlogs to the pre-assigned gate or door/entrance and slide them into the pre-installed brackets following the procedure outlined in the Installation*



*and Operation Manual (attached to this plan and also a flyer in the Flood Barrier Response Team clipboards and posted near each entrance requiring Fastlogs).*

- *When done, if evacuation is happening, immediately move to the pre-assigned assembly area zone.*
- *Uninstall flood barriers following the procedure outlined in the Installation and Operation Manual after the event is over and an “all clear” has been issued by the Incident Commander.*
- *Move the Fastlogs back to storage in accordance with the Manufacturer’s guidelines.*
- *Stack the Fastlogs on pallets in accordance with the maintenance manual*

#### *Site Communications Team*

*The purpose of the Site Communications Team is to ensure clear and accurate communication between all site emergency teams, families, and external safety support services in order to ensure all students are accounted for.*

- *Team Member Responsibilities*
  - o *Activate alarm*
  - o *Notify staff and students*
  - o *Call 911*
  - o *Call Chief Operating Officer or Executive Director or Director of Operations*
  - o *Set up Command Post and communicate with all other teams*

#### *Assembly Area Team:*

*The purpose of the Assembly Area Team is to ensure that all students assemble in the evacuation area, that information about missing students is communicated to the Communications Team, and that all students are supervised by teachers.*

- *Site Safety Coordinator Annual Responsibilities:*
  - o *Maintain a current map of the assembly area showing classes where to congregate*
- *Team Member Responsibilities*
  - o *All staff take roll of students*
  - o *Staff hold up green (all present) or red (student missing)*
  - o *Team leader collects list of missing students and delivers list to Communications Team*
  - o *Keep students on site and in class groups*
  - o *Collaborate with Student Release Team*

#### *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.*

- *Site Safety Coordinator Annual Responsibilities:*
  - o *Update First Aid Certification of team members.*
  - o *Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.*
  - o *Decide Primary and alternate location for the emergency First Aid center and the morgue.*
- *Team Member Responsibilities*
  - o *Report to first aid station with emergency medical supplies, cell phone and/or two way radio*
  - o *Set up first aid station*

- o Supervise the use & distribution of first aid supplies
- o Administer first aid as necessary
- o Document treatment, time, and release of all injured on First Aid Log and Student Sign Out Sheet
- o Assess need for more extensive treatment & notify Site Communications Team

**Food and Water Team:**

*The purpose of the Food and Water Team is to ensure adequate and sanitary conditions and to maintain proper hygiene.*

- *Team Member Responsibilities*
  - o Monitor use of all water
  - o Distribute food supplies, as available & needed
  - o Setup hand washing station using prepackaged wipes
  - o Discuss with Principal & the Student Release Team the approximate number of students needing long-term care, so that appropriate rationing of food and water can begin
  - o Setup temporary toilets using garbage cans

**Search and Assessment Team:**

*The purpose of the Search and Assessment Team is to search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after an emergency has occurred and when/if it is safe to do so. This team functions as a "buddy system".*

- *Site Safety Coordinator Annual Responsibilities:*
  - o Choose personnel pairs for team
  - o Divide campus into predetermined sweep areas
  - o Train sub-teams in their areas
  - o Teams know the location of first aid supplies and equipment and of water and emergency food supply.
- *Team Member Responsibilities*
  - o Evacuate own room and transfer students to another teacher
  - o Report to assigned area, link up with partner, and begin sweep of area
  - o Give status report to Command Post
  - o Secure unsafe buildings/ classrooms against entry
  - o Remain in voice contact with partner at all times

**Student Release Team:**

*The purpose of the Student Release Team is to ensure any students that leave campus are accounted for and that they leave campus with authorized individuals*

- *Site Safety Coordinator Annual Responsibilities:*
  - o Update emergency cards for all students
- *Team Member Responsibilities*
  - o Gather emergency cards
  - o Check that the person is on the list as an authorized person to pick up student(s)
  - o Verify with personal identification
  - o Send for student to come to Release Center
  - o Assure that authorized person indicates destination, signs emergency card and leaves it with the Release Team. No name = no student release

**Traffic and Security Team:**

*The purpose of the Traffic and Security Team is to provide a safe school environment for all vehicles*

- *Team Member Responsibilities*
  - o Maintain a clear entrance to the school for emergency vehicles
  - o Direct other vehicles to available parking
  - o Setup a reserved area surrounded by rope for the release of students (release area)
  - o Direct authorized adults to students' release area
  - o Maintain supervision of all students until authorized release

#### *Utilities & Hazards Team:*

*The purpose of the Team is to ensure utilities are safely shut off in case of emergency.*

- *Site Safety Coordinator Annual Responsibilities:*
  - *Ensure number of utility company is correct*
- *Team Member Responsibilities*
  - *Call the utility company*
  - *Control the main shut-off valves & switches for gas, water, electricity & assure that no hazards result from broken down lines*
  - *Assist rescue operations, as required*
  - *Assist fire-fighting efforts until regular fire-fighting personnel take over and help distribute emergency supplies & equipment, as needed*

### **Other Specific Roles & Responsibilities**

#### *Bilingual Clerks:*

- *Assist with evacuation of front desk & staff lounge*
- *Report immediately to the Command Center with Emergency Cart including:*
  - *Master keys*
  - *Current roster of students and staff*
  - *Emergency forms and documents, emergency roster, attendance roster (copy)*
  - *Office supplies to assist Incident Commander*
  - *First Aid Kit to assist First Aid / Triage*
- *Serve as Student Release Team when needed*

#### *Officer Managers, Student Recruitment Coordinator and Support Staff:*

- *Report to the Site Command Post and assume responsibilities as directed by the Site Manager*
- *In the event of a flood, be part of the flood barrier response team*
- *Serve as Student Release Team, if and when appropriate*
- *Bring Emergency Cart if Bilingual clerks are not present*

#### *Utilities & Hazard Team Leader or the Athletic Director:*

- *Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.*
- *Check the site completely for:*
  - *Fire hazards*
  - *Chemical hazards (Chlorine storage)*
  - *Electrical hazards*
  - *Other hazards*
- *Open gates for emergency personnel*
- *Notify Incident Commander of hazards and services needed*
- *Barricade hazardous areas using whatever materials handy*
- *When site is secure, report to the Command Post for direction*
- *Provide emergency sanitation areas if toilets are unavailable*

#### *Emergency First Aid Teachers / RSP:*

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

#### *Assistant Principals:*

- *Assist in initial building sweep*

- *Oversee the attendance and final count of all students & staff*
- *Check for any teachers with red cards (missing students) and collect their names*
- *Collect list of missing student & staff names*
- *Utilize available adult volunteers*

*College Guidance Counselors:*

- *In the event of a flood, be part of the flood barrier response team*
- *Sweep the interior bathrooms*
- *Do an initial building sweep*
- *Sweep the exterior bathrooms*

*Teachers and Teacher Aides:*

- *Respond immediately to emergency signals requiring specific actions*
- *Do not assume evacuation; wait to be instructed before evacuating.*
- *When leaving building:*
  - o *Take roll book or current roster*
  - o *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.*
  - o *Close doors to classroom and go directly to pre-assigned location*
- *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 classroom.*
- *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.*
- *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 aid. Students with minor injuries are to be cared for after evacuation.*
- *Upon reaching evacuation destination, teachers shall:*
  - o *Take roll on the paper roster located in the orange emergency folder. Hold up your GREEN (all present) or RED (student missing) card.*
    - *Make list of missing and absent students*
    - *Give list to Assembly Area Team members*
    - *Calm students. Remind them of DCP policies about remaining at school*
    - *Monitor warmth and protection of students. Move if necessary.*
- *If assigned to a Site Emergency Team, transfer your students to a paired teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.*
- *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.*
- *Remain with students until given an authorization to release a student to messenger from the Release Area. No student is to be released without a release form.*
- *If a student is released to anyone but a parent or authorized adult, such as the First Aid center, write the student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.*
- *Enlist the help of any adult who volunteers but make them aware of your responsibility and the limits of theirs.*
- *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.*
- *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.*

- *Report to the Command Post when all students have been released and wait for the Incident Commander to grant you permission to leave.*

## **Communication**

*Communication is a critical part of incident management. This section outlines DCP's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.*

### *A. Internal Communication*

*a. Communication Between Staff/Faculty Members: Teachers and staff will be notified when an incident occurs and shall be kept informed as additional information becomes available and as plans for management of the situation evolve. A telephone tree may be activated: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).*

*b. Communication With Central Office: The Incident Commander will use cellphone communication to notify the principal of the school's status/needs. The principal will notify the central office responsible official. The central office responsible official will notify the DCP Board of Directors and other central office leaders, the San Jose Unified School District and the County Office of Education of the status of the DCP schools. He/she will designate staff member(s) to monitor all communications.*

### *B. Communication with First Responders*

*The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.*

### *C. External Communication*

*Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from DCP about the incident, what is being done about it, and the safety of the children and staff.*

#### *a. Before an incident occurs:*

*i. Develop a relationship with parents so that they trust and know how to access alerts and incident information.*

*ii. Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.*

*iii. Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.*

iv. *Be prepared with translation services for non-English-speaking families and students with limited English proficiency.*

b. *In the event of an incident:*

i. *Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.*

ii. *Implement the plan to manage phone calls and parents who arrive at school. Describe how the school is handling the situation.*

iii. *Provide information regarding possible reactions of their children and ways to talk with them.*

iv. *Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.*

v. *Inform parents and students when and where school will resume.*

*After an incident, DCP Site Managers will schedule and attend an open question-and-answer meeting for parents as soon as possible.*

*Communication with the Media.*

*In the event of an incident, the Incident Commander will:*

- *Designate a spokesperson. All DCP employees are to refer all requests for information and questions to the designated spokesperson or to the Executive Director.*
- *Establish an off-campus briefing area for media representatives.*
- *Determine the need to establish or participate in a Joint Information Center with first responders or other authorities.*

*D. 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.*

## **FEOP Plan Review And Updates**

*During July of each year, the Emergency Preparedness Team together with the Central Office Responsible Officials and the Flood Response Team leader will evaluate the Flood Emergency Operation Plan and update any changes in personnel or procedures. The FEOP may also be updated after drills to account for lessons learned and feedback*

### *Plot Plans*

*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

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

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

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.*

**Flood Proofing Inspection & Maintenance Plan**

*DCP's Flood Protection Site Plan uses a combination of existing building walls, existing site walls, new site walls, removable stackable flood barriers (Fastlogs) and freestanding temporary flood barriers (Boxwalls) to flood proof the campus. These flood proofing measures require training, inspection and maintenance to ensure that they will be effectively deployed in the event of a flood.*

#### *Training*

*Flood Response Teams will receive targeted training within the first 3 months after the new school year starts in the Fall. The schools will add flood training and drills to their regularly scheduled drills every Semester. The training program will include practicing operation of the stackable barriers to ensure team members understand the procedures and timeliness by which they can accomplish flood proofing measures and complete evacuation. Drills will be conducted at least once a year and every 3 months for the Fastlogs response team (in accordance with manufacturer guidelines for the testing of the fastlogs).*

#### *Inspection and Maintenance Plan*

*The inspection and maintenance plan covers both the maintenance of the flood proofing measures and periodic inspections of the components. Inspections shall cover the entire flood proofing system, including the walls and the Boxwalls. A list of repairs shall be developed after each inspection and implemented as required. Maintenance procedures shall be part of routine operations of the building's facility maintenance staff.*

*DCP's Facility Manager is responsible for the inspection of the flood proofing measures. Inspections will be done on a monthly basis. School Operations Managers shall also be trained along with at least the Principals or Assistant Principals to ensure inspections continue even if there is turnover in employees or vendors. The Director of Operations will ensure that the Facility Manager is doing the inspections and handling any repairs in a timely manner. DCP may also contract with another repairs vendor or the flood proofing materials vendor if replacements are needed.*

#### *The Facility Manager shall:*

- § Check the flood proofing walls for cracks in the structural system or waterproofing coatings. Repair of cracks shall be addressed immediately,*
- § Ensure that any vegetation along the water side of the floodwalls is trimmed to no higher than 6" to allow easy visibility of the wall condition*
- § Ensure proper maintenance and trimming of larger plants, shrubs, and trees located nearby the floodwalls to prevent debris from accumulating or affecting the floodwall*
- § Ensure prompt removal of any and all vegetation cuttings*
- § After every major storm event, ensure clearance of any debris that may inhibit the free flow of drainage waters*
- § Ensure necessary repairs are done to prevent or correct erosion likely to compromise the floodwalls*
- § Maintain an inventory of flood emergency equipment, supplies, and required tools to ensure that all required items are available in the event of a flood. The inventory should include a listing of the tools and where they are stored.*

### **PLAN REVIEW AND UPDATES**

*During July of each year, the Facility Manager, School Operations Managers together with the Central Office Responsible Officials will evaluate the Inspection and Maintenance Plan and update any changes in personnel or procedures. The plan may also be updated after inspections and repairs to account for lessons learned and feedback*



# **APPENDIX B- 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 composed 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.

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

- (a) Minimum recommended number of AEDs for **Downtown College Prep**:
- (1) *Inside the 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:
  - (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 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. 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).
- *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.

**(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.
- 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** El Primero High School and El Camino Middle School  
1402 Monterey Highway, San Jose CA 95110

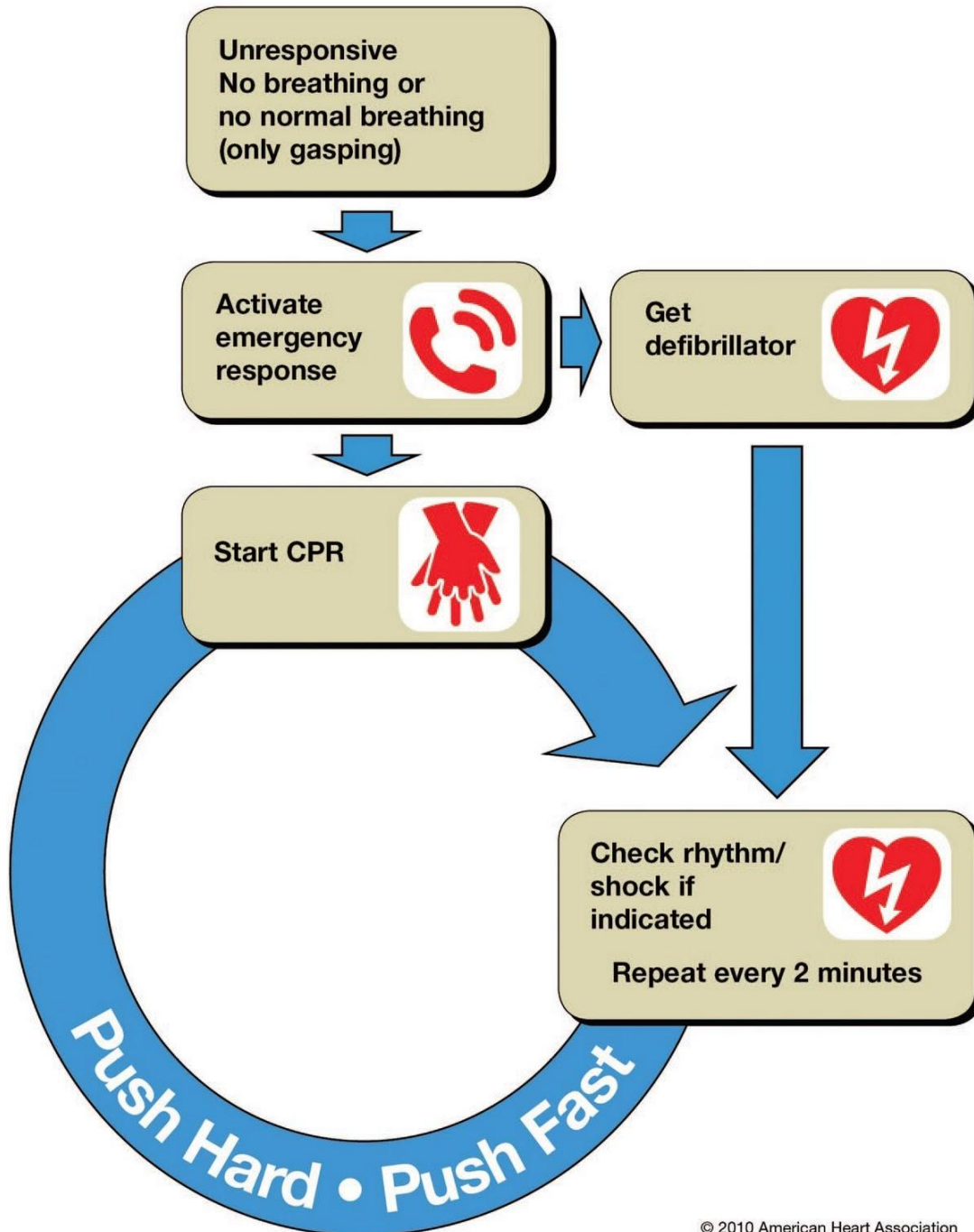
**School Emergency Phone#** (408) 384-4040 or 408-271-1730  
**Cross Streets** Monterey and Alma

**AED Location** Middle of the Building between Middle and high school doors

# Downtown College Prep

## CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

### Simplified Adult BLS



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# **APPENDIX C- 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 canceling 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

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 canceled due to weather or other emergency situations that create unsafe conditions and may be canceled 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 canceled unless specifically announced by the school principal or a designee.
- All student events will be canceled unless specifically announced by the school principal or a designee.
- Athletic events and practices will be canceled unless specifically announced by the school principal or a designee.
- Non-District events that have event contracts to use District facilities will be canceled unless announced by the school principal or a designee.

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

### Exempt / (Salary)

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

Option 1: Work  
Option 2: Take DTO or sick day  
Option 3: Make up work by end of school year  
Option 4: Work from home or other remote location\*

### Non-Exempt / (Hourly)

Paid hourly sign in and out

Option 1: Work  
Option 2: Take leave  
Option 3: Make up work by end of week (Saturday)  
Option 4: Work from home or other remote location\*

***\*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.
- If hourly, keep an accurate log of the work completed and time spent.
- Turn in log to manager

### Reopening 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.

# **APPENDIX D- Suspension and Expulsion Policy** **and Procedures**

## 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.

## **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.
- 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 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:

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.

- 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.

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.
- 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.

### 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.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

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.



# **APPENDIX E- 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 altogether. 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. See Title IX policy for further information and procedures for sexual harassment.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication, or cyberbullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions), sexual orientation, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law, or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, DCP will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address, and report on such behaviors in a timely manner. DCP staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when 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 whom DCP does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. DCP will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. DCP complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Director of Student Services ext. 107  
Chief Operating Officer, ext 102  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126  
408-271-8120  
[complaints@dcp.org](mailto:complaints@dcp.org)

## Definitions

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school 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 characteristics listed above
- Prohibited Unlawful Harassment under Title IX **SEE DCP Title IX Sexual Harassment Policy and Complaint Procedures: Students**

### Prohibited Bullying

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 may constitute, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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.

"Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, 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.

Electronic act means the creation or 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
- Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above.
  - A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

### **Bullying and Cyberbullying Prevention Procedures**

DCP has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **Cyberbullying Prevention Procedures**

DCP advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.
- DCP informs Charter School employees, students, and parents/guardians of DCP’s policies regarding the use of technology in and out of the classroom. DCP encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

DCP employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. DCP advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at DCP and encourages students to practice compassion and respect each other.

### **EDUCATION**

DCP educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

DCP's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

DCP informs DCP employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **Professional Development**

DCP annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other DCP employees who have regular interaction with students.

DCP informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem
- Charter School also informs certificated employees about the groups of students determined by DCP, and available research, to
  - be at elevated risk for bullying. These groups include but are not limited to:
  - Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ;
  - Students with physical or learning disabilities.

DCP encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for DCP's students.

### **Grievance Procedures**

#### **Scope of Grievance Procedures**

DCP will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the DCP UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, DCP will utilize the grievance procedures outlined in **DCP Title IX Sexual Harassment Policy and Complaint Procedures: Students**.

### **Reporting**

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

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

Director of Student Services ext. 103  
Chief Operating Officer, ext 102  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126  
408-271-8120  
[complaints@dcp.org](mailto:complaints@dcp.org)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. DCP will investigate and respond to all oral and written reports of misconduct prohibited by this Civil law. Remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report. Students are expected to report all incidents of misconduct prohibited by this Policy, or other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

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

The identity of complainants who are alleging sexual harassment are not kept confidential from the alleged harasser as required by Title IX (20 U.S.C. § 1681 et Seq.; 34 C.F.R. § 106.1 et Seq. However, DCP will maintain confidentiality throughout the investigation to the extent allowed by law.

DCP prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or

knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

# APPENDIX F- Assessment of School Safety and a Healthy School Climate

DCP El Camino Middle School

	Suspensions	Expulsions	Chronic Absence Rate
2015-16	2.3%	0.0%	NA
2016-17	10.9 %	0.0%	9.8 %
2017-18	9.0 %	0.0%	12.3 %
2018-19	5.3 %	0.2 %	9.4 %
2019-20	1.9 %	0.0%	NA
2020-21	0 %	0.0%	15.3 %
2021-22	9.3%	0.0%	43.0%

Spring 2018 DCP El Camino Middle School Family Survey School Report

Summary Measure	Downtown College Prep El Camino	Typical School in Downtown College Prep	Typical School Nationally
Communication and Feedback	49%	65%	62%
School Safety	47%	67%	65%
Relationships	65%	79%	78%
Resources	55%	70%	67%
Engagement and Empowerment	54%	69%	60%
School Culture	60%	76%	77%

Spring 2019 DCP El Camino Middle School Family Survey School Report



### DCP El Primero High School

	Suspensions	Expulsions	Chronic Absence Rate
2015-16	4.6 %	0.6 %	NA
2016-17	2.2 %	0.7 %	14.2 %
2017-18	4.6 %	0.4 %	17.2 %
2018-19	5.4 %	0.4 %	16.8 %
2019-20	5.5 %	0.4 %	N/A
2020-21	0.0 %	0.0 %	16.8 %
2021-22	4.0%	0.2%	34.3%
2022-23			

### Spring 2018 DCP El Primero High School Family Survey School Report

Summary Measure	Downtown College Prep El Primero	Typical School in Downtown College Prep	Typical School Nationally
Communication and Feedback	47%	64%	52%
School Safety	42%	60%	60%
Relationships	61%	82%	72%
Resources	56%	70%	58%
Engagement and Empowerment	47%	63%	50%
School Culture	66%	80%	70%

### Spring 2019 DCP El Primero High School Family Survey School Report



Key Measures

Trend Data

Average Rating

Percentile Rank



## **APPENDIX G- 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.