

HIGH TECH HIGH

**HIGH TECH HIGH  
POINT LOMA VILLAGE**

**COMPREHENSIVE SCHOOL SAFETY PLAN**

**2021-2022**

**Dr. Rasheed Hakim Meadows, CEO**

## High Tech High Point Loma Village School Contacts

### High Tech High

2861 Womble Road San  
Diego, CA 92106 Ph: (619)  
243-5000  
Fax: (619) 243-5050  
Director: Andrew Gloag  
Dean: Marcus Bell  
Site Manager: Vanessa Martinez

### High Tech High International

2855 Farragut Road San  
Diego, CA 92106 Ph: (619)  
398-4900  
Fax: (619) 398-4939  
Director: Jade White  
Dean: Enrique Lugo Site  
Manager: Karen Lowe

### High Tech Middle

2359 Truxtun Road San  
Diego, CA 92106 Ph: (619)  
814-5060  
Fax: (619) 814-5088  
Director: [Mike Vasquez](#)  
Dean: Gwendolyn Rogers  
Site Manager: Veronica Martinez

### High Tech Elementary

2150 Cushing  
Road San Diego  
CA 92106 Ph:  
(619) 564-6700  
Fax: (619) 564-6757  
Director: Alicia Wong  
Site Manager: [Jonathan  
Origel](#)

### High Tech Elementary Explorer

2230 Truxtun Road, 1st  
Floor San Diego, CA 92106  
Ph: (619) 795-3600  
Fax: (619) 795-3090  
Director: Briony  
Chown  
Dean: TBD  
Site Manager: [Maggie Fragoso](#)

### High Tech Middle Media Arts

2230 Truxtun Road, 2nd  
Floor San Diego, CA  
92106  
Ph: (619) 398-8640  
Fax: (619) 758-9568  
Director: [David Gillingham](#)  
Dean: [Jennie Ganesan](#)  
Site Manager: Naiby Mencias

### High Tech High Media Arts

2230 Truxtun Road, 3rd  
Floor San Diego, CA  
92106  
Ph: (619) 398-8620  
Fax: (619) 224-1198  
Director: Paul  
Yumbla  
Dean: [Ray  
Trinidad](#)  
Site Manager: Viviana Aguilar

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### **ATTACHMENTS:**

1. Confidential Site Emergency Response Plan with Campus Maps
2. HTH Student Mental Wellbeing and Safety Policy
3. Hazard Assessment Summary

## **COMPREHENSIVE SCHOOL SAFETY PLAN**

This comprehensive school safety plan applies to the seven High Tech High schools located in the San Diego community of Point Loma. The schools covered by this plan include:

- High Tech High
- High Tech High International
- High Tech High Media Arts
- High Tech Middle
- High Tech Middle Media Arts
- High Tech Elementary
- High Tech Elementary Explorer

These seven schools are sometimes collectively referred to as the HTH-PL Schools throughout this plan.

### **CRITERION 1 - Assessment of current status of school crime**

The HTH-PL Schools are situated in Liberty Station, the site of a former Naval Training Center and now a mixed-use development in San Diego, California. The site includes a waterfront location, on a boat channel off of San Diego Bay, just west of the San Diego Airport and a few miles north of Downtown San Diego. The 361-acre project includes several distinct districts: a retail and commercial district, a promenade focused on nonprofit activities, an educational district, a residential district, a hotel district, an office district, and a park/open space area along the boat channel.

Despite the open feeling of the schools, HTH campuses are considered closed campuses in order to provide safe and secure schools. Students must remain within the immediate vicinity of their respective schools during all school hours with the following general exceptions:

- Liberty Station: In general, Liberty Station may be considered to be on campus when students are accompanied by faculty and staff during class hours for a specific school purpose.
- Liberty Station Retail Area and Lunch Breaks:
  - **High School Students**: High school students may walk over to a defined section of the Liberty Station Retail Area, located within the quadrangle defined by the following streets: Womble, Historic Decatur, Roosevelt and Truxtun Roads. High School students are permitted to patronize the Liberty Station stores located within the Liberty Station Retail Area before school, during lunch and after school. Students are not permitted to be in the Liberty Station Retail Area during class time. Moreover, students may not travel to any other off campus sites during school hours without the supervision of a teacher.
  - **Middle and Elementary School Students**: Due to the age range of our middle and elementary school students, middle and elementary school students must stay within the immediate vicinities of their schools. Middle and elementary school students are not permitted to walk to or from the Liberty Station Retail Area or any other stores during school hours unless in the company of a teacher during the course of a school activity. Middle and elementary school students are not

permitted to buy lunch from these stores and must stay in the current designated lunch areas near their schools.

To assess the current status of school crime, HTH reviewed the crime data for the vicinity surrounding the school site at [www.crimemapping.com](http://www.crimemapping.com)

Date range used: 08/29/21 - 12/06/21. Search Radius used: .25 miles

The crime data indicates that most of the crimes occurred on non-school days or occurred outside of school start/end times. Of the 9 crimes listed within a quarter mile radius of campus, only two occurred within school hours on a school day. The remaining 6 occurred either too far from campus to be a threat to HTH Village students/staff/faculty or occurred when school was not in session.

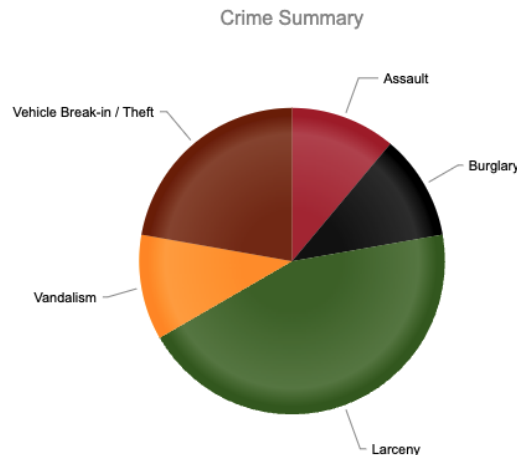
The two crimes that occurred during school hours were:

1. Break-in/Theft
2. Commercial Burglary

The commercial burglary occurred several blocks from the HTH campus. We have no reports indicating that these crimes affected HTH-PL students/staff/faculty.

In addition, there were no on-campus crimes reported during this time period.

The following pie chart was downloaded from [www.crimemapping.com](http://www.crimemapping.com) and summarizes the 9 crimes reported.



### Programs to Ensure Student Safety

1. The San Diego Police Department, Western Division, located at 5215 Gaines Street, serves our neighborhood. Officer Nathan Wentz, SRO, is our liaison (619) 212-2703. The Deans of Students have met with Nathan Wentz and other officers assigned to HTH-PL Schools and

continue to work with local law enforcement and the school community to ensure school safety.

2. The San Diego Fire Department Station 20, located at 3305 Kemper St, San Diego, CA 92110, serves the immediate area.
  - a.
3. HTH participates in various types of drills throughout the year including, fire drills, earthquake drills, and lockdown drills.
  - a.
4. Safety information is provided to HTH families via the Student and Parent Handbook (“Handbook”), School Messenger, school website, and other communications throughout the school year.
  - a.
5. Pursuant to California Education Code § 215, HTH, in consultation with the school and community stakeholders and staff school psychologists, developed and adopted a Student Mental Wellbeing and Safety Policy on August 24, 2017. Please see attached policy.

## **CRITERION 2 - Child Abuse Reporting Procedures**

The HTH child abuse reporting procedures are consistent with applicable laws including California Education Code § 44691; California Penal Code §§ 11164-11174.3; and *Camreta v. Greene* (2011) 563 U.S. 692.

HTH staff members who are mandated reporters as defined in Penal Code § 11165.7 complete the Mandated Reporter training developed by the California Department of Social Services (<http://educators.mandatedreporter.ca.com/default.htm>) or an HTH Mandated Reporter Training within the first six weeks of the school year or if hired after the first six weeks of the school year, within six weeks of being hired.

HTH staff are required to report suspected child abuse to an official child protective agency. In San Diego County, reports are made to either a law enforcement agency (i.e., San Diego Police Department [SDPD]) or to the San Diego County Health and Human Services Agency (HHS) Children’s Services Child Abuse Hotline.

All known or suspected instances of child abuse must be reported by telephone immediately or as soon as practically possible to one of the child protective agencies listed below and within 36 hours after the phone call is placed, and the mandated reporter must follow up with a written report.

Persons observing evidence of suspected child abuse may inform the school director or other school personnel.

Students and parents shall be made aware that students also may report instances of child abuse on themselves or others to any staff member.

1. **San Diego Police Department Child Abuse Unit**  
(619) 531-2000  
(858) 484-3154
2. **San Diego County Health and Human Services Agency (HHS) Children’s Services Child Abuse Hotline**

Phone 858-560-2191 (24-hour response number) or 800-344-6000

### **CRITERION 3 - Disaster Procedures, Routine and Emergency**

The Site Emergency Response Plan (“**SERP**”) has been developed to provide for the safety of students, staff, visitors, buildings, equipment and supplies. The SERP includes site maps with emergency exits and evacuation routes, instructions and disaster procedures including procedures for the use of school buildings, grounds and equipment during a disaster, and staff responsibilities in an emergency. HTH complies with the California Education Code requirements regarding emergency drills and procedures. Emergency drills are held as follows:

California Education Code, Section 32001.

Fire alarm signal to be sounded not less than once every calendar month and drill at least once every month in elementary schools, at least four times every school year in middle schools and at least twice every school year at the intermediate level.

California Education Code, Section 35297.

Drop, Cover, Hold On drill at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Emergency officers from the San Diego Police Department as well as the San Diego Fire Department have visited the site. All emergency plans have been reviewed and approved by these officers.

The SERP procedures are outlined in Attachment 1- Site Emergency Response Plan. *[Please note: For security reasons, this attachment is confidential and should not be shared publicly].*

### **CRITERION 4 - Suspension & Expulsion Policies**

High Tech High maintains a rigorous academic environment and a deep sense of community. Rules for participating in the community are clearly and regularly communicated to students and their families via the Student and Parent Handbook, School Messenger, and newsletters.

Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act (“IDEA”) 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 regular education students except when federal law or special education local plan area (“SELPA”) policies require additional or different procedures.

For further information regarding Suspension and Expulsion Policies, please refer to the Student and Parent Handbook.



## **CRITERION 5 - Notification to teachers of dangerous pupils pursuant to Education Code 49079**

After receipt of information from the court that a student has committed any of the crimes mentioned in Welfare and Institutions Code Section 827, the Site Manager at each school will log the information in PowerSchool and advise the Director and the Dean of Students of the information received from the court and the Probation Department. The Director and/or the Dean of Students will then disseminate the information to teachers, counselors, or administrators with direct supervisory or disciplinary responsibility over the minor in order to enable them to work with the student in an appropriate fashion, and to reduce vulnerability. Teachers have access to PowerSchool and can review their students' files at the beginning of the year and throughout the school year.

Although HTH is not required to comply with Education Code Section 49079, consistent with the Charter Schools Act (EC 47610), in its efforts to maintain a safe school community, HTH may inform teachers of pupils who have engaged in serious offenses involving tobacco, sexual harassment, hate violence, harassment or intimidation, or terroristic threats against the school.

HTH staff is responsible for ensuring that the student's confidentiality and rights are respected and protected. Any information received by a teacher, counselor, or administrator as set forth above shall be confidential and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the juvenile, his or her parents or guardians, law enforcement personnel, and the juvenile's probation officer is necessary to effectuate the juvenile's rehabilitation or to protect students and staff.

HTH staff will make every effort to cooperate with law enforcement and probation officers. Collaboration and communication with juvenile court authorities are essential in supporting students who are (or have recently been) under supervision of the juvenile court.

## **CRITERION 6 – Student Non-Discrimination And Title IX/Sexual Harassment Policies**

### ***Student Non-Discrimination Policy***

HTH maintains that it is critical that all members of the HTH community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. HTH is committed to equal opportunity for all individuals in education. HTH's programs and activities shall be free from harassment, or discrimination or bullying on the basis of actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status or citizenship, race, ancestry, national origin, color, religion, religious affiliation, creed, mental or physical disability, and any other or any other basis protected by applicable law. HTH shall promote programs that serve to eliminate discriminatory practices in school activities.

The School adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Any student who engages in prohibited harassment, discrimination or bullying, including cyber sexual bullying, of another student or anyone from HTH may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful harassment, discrimination, bullying, including cyber sexual bullying, or intimidation of a student may be subject to disciplinary action up to and including dismissal. Any student or parent/guardian who feels that unlawful harassment, discrimination, bullying, or intimidation has occurred should immediately contact the School Director or Dean of Students.

### ***Title IX/Student Sexual Harassment Policy***

HTH is committed to making the school free from sexual harassment. This means that HTH prohibits sexual harassment by someone from or in the educational setting. HTH prohibits sexual harassment and harassment based upon gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth or related medical conditions, or any other basis protected by applicable law.

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment can include such actions as:

- Unwelcome sexual advances, or
- Requests for sexual favors, or
- Verbal, electronic (including cyber sexual bullying), visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

HTH prohibits conduct that has the purpose or effect of having a negative impact on the recipient's educational progress, academic performance, or personal security, or of creating or contributing to an intimidating, hostile, or offensive educational environment. HTH further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

HTH will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which HTH does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender.

**Title IX/Non-Discrimination/Sexual Harassment Coordinator:** HTH has designated one to more individuals at each school site to receive complaints under this policy: the School Director and/or Dean of Students. Students, parents or staff should report a claim sexual harassment to the School Director and/or Dean of Students of their child's school.

HTH will respond to complaints within a reasonable time period, as appropriate, and consistent with the nature of the allegations. Reports shall be investigated in a manner that protects the integrity of the process and the confidentiality of the parties to the extent possible.

Should the reporting individual find the school level resolution unsatisfactory, he/she may appeal the decision to the HTH Compliance Officer who oversees Title IX compliance. HTH's Compliance Officer may be contacted as follows:

AngelaGuerrero  
HTH Compliance Officer  
2861 Womble Road San  
Diego, CA 92108  
Email: aguerrero@hightechhigh.org

Students who violate this policy shall be subject to discipline including the possibility of suspension or possible expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal. HTH prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned and insofar as is possible. HTH will take appropriate corrective action, if warranted.

Further information regarding High Tech High's Student Non-Discrimination and Sexual Harassment Policies can be found in the Student and Parent Handbook.

### **CRITERION 7 - Dress Code Provisions**

Students and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

#### **Core Value**

In relation to student dress, the district's core values are the following:

Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

Students and staff are responsible for managing their personal distractions; and

Students should not face unnecessary barriers to school attendance.

#### **Universal Dress Code**

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in

certain academic settings (e.g. physical activity, science or makerspace). Additionally, this policy allows for reasonable variation in required student attire for participation in sports teams such as swimming or wrestling.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy.

This policy permits schools with a uniform policy to continue having a uniform policy provided that it is gender neutral and inclusive of attire worn for a religious reason.

### **Enforcement**

Directors are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying.

### **Dress Code Violations**

Potential consequences for failure to adhere to the dress code range from wearing a school uniform to being required to change into dress code appropriate clothing. Parents may be called to deliver clothing. Following the dress code is one way that students show that they wish to be a part of the HTH community.



For more information regarding HTHCV Dress Code guidelines, please refer to the Student and Parent Handbook.

## **CRITERION 8 - Procedures to ensure safety of Students, Staff and Parents while going To and From School**

HTH is an integrated network of sixteen commuter public charter schools each classified as a “school of choice” to give parents the opportunity to choose their children’s school without zip code restrictions. As such, parents are responsible for their children’s daily commute to and from school. HTH offers various programs to assist parents including:

- Before and After school care programs. For more information, please visit <https://www.hightechhigh.org/htex/after-school/>
- MTS Compass Passes (for eligible students). For more information, please contact your school Director and/or Dean.
- HTH Community Carpool Network. For more information, please visit <https://www.hightechhigh.org/hth/carpool-information/>

To ensure the safety of all students, HTH asks students and parents to read the following guidelines set forth by the [National Safe Kids Campaign](#).

### Walking to School

To avoid injury:

- Never let children under age 10 cross the street alone.
- Teach children to recognize and obey traffic signals and pavement markings.
- Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.
- Be mindful when using electronics such as cell phones.

Remind Students to:

- Cross streets only in crosswalks; never enter streets from between parked cars or from behind shrubbery.
- Always look both ways before crossing the street.
- Walk—don’t run—across intersections.
- A flashing “walk” signal does not mean it’s safe to cross.
- Use the same route every day and avoid shortcuts.
- Don’t speak to strangers; if a stranger approaches, tell a trusted adult such as a parent or teacher.

### Public Transportation

HTH offers MTS Compass Passes to eligible students, which allow students to take the bus, coaster, or trolley to school. Although bus travel is one of the safest ways to get to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus.

Some safety tips for riding the bus are:

- Arrive at the bus stop at least 10 minutes before the scheduled arrival of the bus.
- Stay out of the street and don’t horseplay while waiting.

- Wait for the bus to come to a complete stop before getting on or off.

- Remain seated and keep head and arms inside the bus at all times.
- Do not shout or distract the driver.
- Do not walk in the driver's "blind spot" -- the area from the front of the bus to about 12 feet in front of the bus.

### Riding Bicycles

Bicycles are associated with more childhood injuries than any other consumer product except the car.

To make sure children are safe when riding bicycles to school:

- Wear a helmet. State law requires it, and failure to wear one could result in a traffic citation. More importantly, helmets can reduce the risk of head injury by as much as 85 percent.
- Obey rules of the road; the rules are the same for all vehicles, including bicycles.
- Stay on the right-hand side of the road and ride in the same direction as traffic.
- Know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

### Driving

To reduce the risk of injury:

- Always use child safety seats and safety belts correctly when driving or riding in a car.
- Arrive early—especially the first few weeks of school—and use the school's designated student drop-off and pick-up zone.
- Do not double park or make u-turns in front of the school. Police officers are issuing citations for traffic violations and there is no warning or grace period.
- Children should enter and leave the car on its curbside.

Each Director and/or Site Administrator shall conduct safety drills (including fire, earthquake/disaster preparedness, lock down, campus emergencies) and maintain an accurate record of each drill. All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities and action to take.

## **CRITERION 9 - Safe and Orderly School Environment**

HTH has a number of policies and procedures in place to ensure a safe and orderly school environment. Key campus safety policies are incorporated and referenced in the Student and Parent Handbook. A copy of the Student and Parent Handbook is provided to all students and can also be accessed on the school website at <https://www.hightechhigh.org/handbook/>. The Handbook includes policies related to attendance, school activities, visitors, student health and wellness, safety policies, community standards and conduct guidelines, student non-discrimination and sexual harassment policies.

We rely on the vigilance of HTH students and staff to maintain a safe and orderly school environment. The staff is vigilant in observing campus activities to ensure student safety and in bringing safety concerns to the attention of the school leadership team.

The HTH community is kept advised on school safety issues via the Student and Parent Handbook, HTH website, newsletters, and School Messenger automated alert systems.



The closest fire department to campus is:

- San Diego Fire Department Station 20: 3305 Kemper St, San Diego, CA 92110 - (858) 573-1300 (1.9 miles)

The closest San Diego Police Dept. to campus station is:

- San Diego Police Department- 5215 Gaines Street, San Diego, CA 92110 - (619) 692- 4800 (2.8 miles)

The closest hospital to campus is:

- Scripps Mercy Hospital, 4077 Fifth Avenue, San Diego, CA 92103 - (619) 294-8111 (4.4 miles)

## **CRITERION 10 - Assisted Rescue Protocols**

During an emergency, persons with disabilities may need assistance in evacuating to the designated location. These individuals have been pre-identified and HTH staff members have been alerted of any students with special needs. In the event that it is necessary to evacuate or transport a student with limited mobility, the HTH staff members at the scene will determine the most safe and efficient method to quickly transport the student to a safe location. Options include:

- Securing the student in a wheelchair and rolling to safe location.
- Securing the student to a cot and carrying them to a safe location.
- Having staff member(s) carry the student (e.g., firemen/other emergency personnel carry) to a safe location.

## **CRITERION 11 - Safe School Planning Committee**

The CSSP and SERP will be communicated to students in their classrooms via teacher announcement/class meeting at the beginning of the school year. Lockdown procedures will be communicated to families via an email from Directors/Deans. Students and Parents are encouraged to provide feedback.

Members of the School Safety Planning Committee, which is responsible for the development of this safety plan, include:

- Marcus Bell, Dean of Students of HTH
- Briony Chown, Director of HTeX
- Jade White, Director of HTHI
- Allie Wong, Director of HTe
- Colleen Green, Interim Chief Operations Officer
- Teacher Representative(s) - TBD

- Student Representative(s) - TBD
- Parent Representative(s) - TBD

# **[CONFIDENTIAL] ATTACHMENT 1- SITE EMERGENCY RESPONSE PLAN**

## **School Personnel and Emergency Contact Information:**

In the case of a major emergency (such as a significant earthquake or fire), parents should contact one of the following numbers for information and instructions:

### **High Tech High**

- Vanessa Martinez, Site Manager: (619) 243-5001
- Marcus Bell, Dean of Students: (619) 243-5037
- Andrew Gloag, Director: (619) 243-5026

### **High Tech High International**

- Karen Lowe, Site Manager: (619) 398-4901
- Enrique Lugo, Dean of Students: (619) 398-4908
- Jade White, Director: (619) 398-4906

### **High Tech High Media Arts**

- Tianna Lopez, Site Manager: (619) 398-8621
- Ray Trinidad, Dean of Students: (619) 398-8623
- Paul Yumbala, Director: (619) 398-8634

### **High Tech Middle**

- Veronica Martinez, Site Manager: (619) 814-5061
- Gwendolyn Rogers, Dean of Student Affairs: (619) 814-5060 ext.51214
- Mike Vasquez, Director: (619) 823-5401

### **High Tech Middle Media Arts**

- Naiby Mencias, Site Manager: (619) 398-8641
- Jennie Ganesan, Dean of Student Affairs:
- David Gillingham, Director: (619) 398-8614

### **High Tech Elementary**

- Jonathan Origel, Site Manager: (619) 564-6701
- Josh Benedick, Dean of Students: (619) 564-6700 ext. 59236
- Allie Wong, Director: (619) 564-6707

### **High Tech Elementary Explorer**

- Maggie Fragoso, Site Manager: (619) 795-3600 ext. 55001
- Jamillah Posey, Dean of Students: (619) 795-3600
- Briony Chown, Director: (619) 795-3600

### **High Tech High School Psychologist**

- Misty Bonta, School Psychologist: [mbonta@hightechhigh.org](mailto:mbonta@hightechhigh.org)
- Brittany Rysman, School Psychologist: [brysmar@hightechhigh.org](mailto:brysmar@hightechhigh.org)
- Iris Castaneda, School Psychologist: [icastaneda@hightechhigh.org](mailto:icastaneda@hightechhigh.org)
- Lorena Romero Solano, School Psychologist: [lromerosolano@hightechhigh.org](mailto:lromerosolano@hightechhigh.org)
- Laura Martinez, School Psychologist: [lmartinez@hightechhigh.org](mailto:lmartinez@hightechhigh.org)
- Kristin Elia, School Psychologist: [kelia@hightechhigh.org](mailto:kelia@hightechhigh.org)
- Michon Affinito, School Psychologist: [maffinito@hightechhigh.org](mailto:maffinito@hightechhigh.org)
- Shameeka Lewis, School Psychologist: [slewis@hightechhigh.org](mailto:slewis@hightechhigh.org)
- Andrea Lacuesta, School Psychologist: [alacuesta@hightechhigh.org](mailto:alacuesta@hightechhigh.org)

### **Emergency Numbers:**

- San Diego Police Department: (619) 692-4800
- San Diego Fire Department Station 20: (858) 573-1300

## Communication in Any Point Loma Emergency

It is not possible to write down every possible scenario we could ever encounter. In an actual emergency, having a clear chain of command helps us all be on the same page in responding to circumstances.

### Chain of Command for Decision Making:

1. Marcus Bell (Dean at HTH)
2. Susan Battistuz (Student Information Systems Manager)
3. Mike Vasquez (Director at HTM)
4. Ray Trinidad (Dean at HTHMA)

### Communication Plan

Flow chart for communication in the event of a threat

Students ↔ Staff/Teachers ↔ Site Lead ↔ Marcus ↔ Susan ↔ Parents

### Bottom Up:

**Students** speaks with Teacher

**Teacher** speaks with Site Lead

**Site Lead** Speaks with Marcus

**Marcus** speaks with Susan

**Susan** communicates with parents

### Top Down:

**Susan** speaks with Marcus

**Marcus** informs \*Site Leads

\***Site Leads** communicate with Staff

**Teacher** communicate with Students

\*Site Leads

1. Dean
2. Director (if Dean is not available or there is no dean)
3. Site Manager

Communication Means:

- Uniden 2-way Radios
- Text, Group Chat, and Text Groups

### **Fire Alarm/Evacuation Procedures:**

All fire alarms are treated as real and lead to an immediate evacuation of the building. Staff and students will complete an orderly and safe evacuation of the classrooms and building.

Five things everyone should know:

1. The general plan and the basics of everyone's assignments.
2. Your specific assignment(s), responsibilities --in detail.
3. Where the fire alarms are --and how to use them.
4. Where the fire extinguishers are located – and how to use them.
5. Where the emergency exits are located.

### **If you discover an actual fire:**

1. **If you are supervising students and judge that the fire can be extinguished** -- see to it that:

- a. Fire alarm is pulled immediately
- b. Clearly direct your students' evacuation
- c. Designate a student with notifying an adult
- d. THEN use an extinguisher
- e. Notify the Fire Department

2. **If you're not supervising students and judge the fire can be extinguished** --be sure to:

- a. Pull a fire alarm to begin the building evacuation
- b. THEN use an extinguisher
- c. Notify the Fire Department

**To use the fire extinguisher, use the P.A.S.S. technique:**

- **P**ull the pin. This will also break the tamper seal.
- **A**im low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire. NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
- **S**queeze the handle to release the extinguishing agent.
- **S**weep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 -4.

### **If the alarm sounds:**

- Staff should grab their red emergency backpack and white binder before leaving the classroom. (Backpacks and binders should be hung close to the classroom exit for easy access and should include an updated class list).
- Students should not grab backpacks or other belongings. Just Go!
- If you're supervising students, calmly and briskly walk to your designated location on the field via the NEAREST exit to your classroom (even if it means that you then need to walk around the perimeter of the building to get to the designated location).
- Lead from the rear/middle of the group. Keep everyone together.
- Teachers and students meet at the designated location, unless doing so would place students and staff in further danger.
- If you're not supervising students, quickly check nearby unsupervised common areas (bathrooms, play structure, office, etc.) on your way out.
- Report anything helpful that you note on your way out to your Site Manager and/or School Director. You should not leave your students to locate your Site Manager or

**School Director. Your Site Manager will be on the field and you can report all necessary information to her on your way out.**

- When teachers arrive on the field, they should immediately walk to their designated location and hold their emergency binder up in the air.
- When students arrive on the field, they should stay with their teacher, listen for their name, and sit down in a single file line.
- Teachers must take attendance, make sure students are sitting, and show/hold up either a green or red card.
  - **Green** = all students are accounted for
  - **Red** = one or more students are missing
- Students and staff should stay in the designated location with their class until your Site Manager gives the all clear to go back to the building or until instructed to move to a safer area by emergency crewmembers.

- Following a fire alarm DRILL, students and staff may return directly to their class/spaces to retrieve student belongings, clean-up, etc. Make sure all students are accounted for when returning to class.

#### **Staff assignments:**

Dean of Students will be the key person outside and will work directly with staff and students.

Site Manager will have the attendance list for the day, a staff list, a master student roster (with parent/emergency numbers), and a cell phone. He or she will be the point person for information about missing students. Site Manager will work directly with families.

School Director will double-check the building, communicate with the fire department, and deal with any facilities issues, which may arise. He or she will have the school plan/blueprint and a set of master keys.

Teachers must take attendance, make sure students are sitting, and report any missing students to your Site Manager.

All staff without a class of students will help support students, teachers and Site Manager. They will communicate if teachers have any missing students. They will assist in communicating any first aid needed, identifying and attending to injured students/staff until emergency services arrive.

#### **Earthquake Procedures:**

In the event of an earthquake, students and staff should remain calm and perform the drop, cover, and hold procedure. **Do not immediately evacuate.** Use tables or desks for shelter. All students will be drilled in HTH's "drop, cover, hold" earthquake procedures.

Students will be prepared to take appropriate action regardless of what part of the building they are in or whether they're inside or outside. At the end of the earthquake, staff then directs the evacuation of the building. Returning to the building is contingent upon a safety inspection.

##### 1. Indoors: DUCK, COVER, HOLD

- a. Stay inside.
- b. Move only a few steps to a nearby safe place.

Drop to knees and place hands over the back of head with arms over ears, and forehead on knees.

- d. Take cover under and hold onto a piece of heavy furniture (if available) or be up against an inside wall.
- e. Move away from glass windows, overhead hanging objects, light fixtures, bookshelves, etc.
- f. Remain in DUCK and COVER until directions are given on how to proceed.

##### 2. Outdoors: DUCK, COVER, HOLD

- a. Find a clear spot away from buildings, walls, trees, utility poles, wires, and other objects that could fall.
- b. Remain in DUCK and COVER until directions are given on how to proceed.

##### 3. In a Vehicle:

- a. Slow down and drive to a clear place.
- b. Turn on emergency flashers and slow to a stop. Do not stop on overpasses, underpasses, or bridges. Be careful of overhead hazards such as power lines or falling building debris.
- c. Turn off ignition and set the parking brake.
- d. Stay inside the car until shaking stops.

*In the event of a major earthquake that leaves students and staff temporarily stranded at the school, there will be an adequate supply of drinking water, food, and other necessary supplies on hand.*

#### **Blackout Procedures:**

If HTH is subject to a rolling blackout (or a blackout of any sort), the school day will continue according to the regular daily schedule. Students will be dismissed at the regular time.

#### **Lockdown Procedures:**

HTH staff is trained in lockdown procedures and will be prepared to direct students in the event that the school ever needs to go into a lockdown mode. Lockdown procedures are employed when the school is faced with either a potential external threat (e.g., an armed individual being pursued by the police in a nearby neighborhood) or an internal threat (armed individual is within school premises) or as ordered by the Chula Vista Police Department and/or other public safety agency. Police response time to the school is estimated to be

no more than 3 to 4 minutes. The following are procedures that should be followed unless it is clearly unsafe to do so.

### 1. Soft Lockdown – “a.k.a. Safety Mode”:

Potential threat in the area surrounding. Staff is notified via email, text, or direct verbal communication. Make sure-

- a. All students gather and remain inside of the building.
- b. Exterior doors are locked.
- c. Take attendance from the white emergency binder and send email to your school's all staff email with the following information:
  - i. All clear and all are accounted for
  - ii. List of names of any missing students
  - iii. List of names of students who may be in your classroom but may not be in your class roster (i.e. Students from other classrooms).
- d. Log onto computer to check email for further instructions.
- e. Answer any incoming landline calls if you can safely reach your office phone. You may also use your HTH walkie-talkie to signal for help or communicate with other classrooms/teachers.
- f. No one may leave or enter the room, with the exception of emergency bathroom needs. Elementary and Middle school students must be escorted to the bathroom.
- g. Students and staff may continue to work inside the classrooms.
- h. Director will notify parents.
- i. Information shared with students is situational based on grade level.
- j. Students can be released at parent's request.
- k. Director, Site Manager, and/or Safety Personnel may lift the lockdown.

### 2. Hard Lockdown – External Notification:

Police initiated lockdown. Staff is notified via email, text, or direct verbal communication.

- a. All students gather and remain inside of the building.
- b. Exterior doors are locked, classrooms locked, blinds closed, lights out and quiet, teachers have cell phones in hand.
- c. No one may leave or enter the room.
- d. Take attendance from the white emergency binder and send email to your school's all staff email with the following information:
  - i. All clear and all are accounted for
  - ii. List of names of any missing students
  - iii. List of names of students who may be in your classroom but may not be in your class roster (i.e. Students from other classrooms).
- e. Log onto computer to check email for further instructions.
- f. Director will notify parents.
- g. Information shared with students is situational based on grade level.
- h. Release of students is determined by the authorities.

### 3. Hard Lockdown – Internal Notification:

Lockdown is initiated by school/campus. Staff are notified via **flashing orange emergency lights** and via email, text, and direct verbal communication.

- a. Exterior doors are locked, classrooms locked and barricaded, blinds closed, lights out and quiet, student and teacher phones off/on silent, teachers have cell phones in hand.
- b. Take attendance from the white emergency binder and send email to your school's all staff email when:
- c. All clear and all are accounted for
  - i. List of names of any missing students
  - ii. List of names of students who may be in your classroom but may not be in your class roster (i.e. Students from other classrooms).
  - iii. Log onto computer to check email for further instructions.
- d. Director will notify parents.
- e. Information shared with students is situational based on grade level.
- f. If threat may enter your room, prepare with weapons (phone, extinguisher, shoes, etc.)
- g. If you are aware of the threat location, identify a safe escape route and use your best judgment.
  - i. Go towards police or safer location.
  - ii. Once safe, email your school's all staff email with your location and names of those you are with.
- h. Release of students is determined by the authorities.

**If staff/students are outside of classrooms:**

- Use your best judgment to keep yourself and your students safe.
- If the threat is outside, direct all students to the nearest schoolroom as soon as possible. Lock and secure doors.
- If the threat is inside the school, students should not re-enter that school.
- Students outside of the school campus should not re-enter the campus and should follow the directions of school or public safety officials.

**Upon receipt of authoritative information that the threat no longer exists:**

If police or other public safety personnel are on site they will conduct a sweep of the facility to ensure that all employees have secured from "Lockdown". The Director, Office Manager, police or designee will notify staff with an all-clear announcement.

**Active Shooter -MOVE, ESCAPE, ATTACK -(M.E.A.)**

**MOVE** -Staff directs students to move and look for cover By commanding a person to "Move!" as the first step, we are hoping to "break the freeze" and prompt them into action. The goal is to get the potential victim "off the X" and complicate the targeting solution for the shooter, while simultaneously jump-starting the mind into problem solving mode. The worst thing a potential victim can do in an active shooter situation is to freeze in position in a state of confusion or shock. It's vital to prepare for this possibility, and begin thinking in advance about ways to recognize and fix this problem if it occurs.

**ESCAPE** -Staff directs students to move and look for cover Escape may be accomplished by finding temporary concealment (good), finding temporary cover (better), or fleeing the scene entirely (best), as the situation permits. It essentially combines the "run" and "hide" options into one, because a victim can entirely escape from the threat area, or merely escape the notice of the killer, within it. "Escape" denotes purposeful movement. Blind and unthinking movement can lead to a literal dead end, from which no escape is possible, so prompting a victim to "escape" may provoke a more thoughtful selection of egress routes or hide locations than simply advising him to "run" or "hide."

**ATTACK** -Attack is the presented alternative to "escape." It is the second of two options in an "either-or" proposition, clearly indicating it as an appropriate primary choice for certain scenarios. There is no requirement to attempt and exhaust lesser means first, before selecting this course of action — if "escape" is not possible or appropriate, then "attack" becomes the default choice. The use of the word "attack" instead "fight" is not accidental. "Attack" conjures a different emotional response than "fight." To "attack" is to be proactive and aggressive. "Fighting" can be defensive, but an attack is clearly offensive. In an active shooter situation, we want to encourage this spirit of aggression in a potential victim.

**Sharpening The Edge**

"Move! Escape or Attack!" represents an evolution in active shooter response training for the public. Just as "Run. Hide. Fight." was advancement over the old "lockdown" model, this new model improves on what came before it. Police tactics for active shooter scenarios have consistently evolved through the years, and the public's tactics must do the same. Our growing experience with this deadly threat must lead to constant improvements in our training and preparation for it.

**Bomb Threat**

HTH staff is trained to respond appropriately to threats and to suspicious material. The Director and the police determine whether or not to evacuate the building.

**Upon receipt of a bomb threat:**

Always use telephones to communicate with personnel on a site. Use of two-way radios may detonate explosive devices.

Any staff person receiving a bomb threat: Immediately complete a checklist to document important information by asking the following questions:

1. What is the exact location of the explosive?
2. When is the bomb set to detonate?
3. What type of explosive is it?
4. Why was the bomb placed at this school?
5. Listen carefully to determine particular characteristics such as age, sex, and accent.
6. Listen carefully for any background noises that may assist investigators.



### **Upon Completion of the threatening call:**

1. Alert the Director or Director's designee of the bomb threat.
2. Telephone local Police and provide pertinent information.
3. Site Administrator or designee: Search the area identified and decide whether to evacuate the building. In most cases, evacuation is not necessary, unless a suspicious device is located.

### **If site is evacuated:**

- Remove students and staff at least 500 feet from affected building(s).
- If a suspicious object is found, or if an explosion occurs, call 911 immediately. If possible, shut off gas and electricity at the main valves, to minimize the possibility of fire.
- Once a suspicious object is found, the burden of responsibility immediately shifts from the principal to public safety agencies. Bomb threat investigations will be conducted by the San Diego Police Department.

### **CPR/FIRST AID-Unresponsive Students**

If a student is unresponsive, has a serious head/bodily injury, or meets the criteria outlined in the CPR/First Aid training:

1. *Stay calm and act quickly.* Mirroring back calm and comfort is hugely important.
2. Make sure the scene is safe.
3. Assess the victim and decide if emergency personnel are needed. *WHEN IN DOUBT, CALL 911.*
4. If the student is unconscious (or having difficulty remaining conscious), having difficulty breathing, was administered an Epi-Pen, having seizures/convulsions, having uncontrolled bleeding or another injury needing emergency personnel outlined in the CPR/First Aid training, call (or designate a specific person to call) 911 right away.
5. Identify a person to keep people back/take remaining children to another area. If there is not another adult present, ask a trusted student to tell the nearest adult that there is an emergency.
6. Identify a person to meet the ambulance at the stop sign near the Engineering room to show emergency responders where to go.
7. Once you have called 911, notify the following people:
  - a. Site Manager
  - b. School Director
  - c. Student's parents as soon as possible with a phone call and a follow-up email.

### **Accidental Ingestion of Medication/Harmful Substance**

If you suspect a student has swallowed medication or another unexpected/harmful substance:

1. *Stay calm and act quickly.* Mirroring back calm and comfort is hugely important.
2. Make sure the scene is safe.
3. Get the item away from the student. If there is still some in the student's mouth, make him/her spit it out or remove it with your fingers. Keep this material along with anything else that might help determine what the student swallowed.
4. Do not make the student vomit because it may cause more damage.
5. If the student is unconscious, not or having difficulty breathing, or having convulsions or seizures, **call 911** right away.
6. If the student does not have these symptoms, call the **Poison Help number, 1-800-222-1222**. You may be asked for the following information:
  - a. Your name and phone number
  - b. The student's name, age, and weight
  - c. Any medical conditions the student has
  - d. Any medicine the student is taking
  - e. The name of the item the student swallowed (Read it off the container and spell it.)
  - f. The time the student swallowed the item (or when you found the student), and the amount you think was swallowed.
7. Call the office and we'll provide support
  - a. Site Manager
  - b. School Director
  - c. Student's parents as soon as possible with a phone call and a follow-up email.

### **Exposure to Irritants**

HTH staff are trained and in compliance with Environmental Health and Safety recommendations. If a student is suspected of coming in contact with an irritant (poison or not), staff have been instructed to follow the procedures listed below:

1. **Poison or irritants on the skin:** If you suspect a student has spilled an irritating or dangerous chemical on her body, remove her clothes and rinse the skin with room-temperature water for at least 15 minutes, even if the student resists. Then call Poison Help at 1-800-222-1222. Do not use ointments or grease.
2. **Poison or irritants in the eye:** Flush the student's eye by holding the eyelid open and pouring a steady stream of room temperature water into the inner corner. Continue flushing the eye for 15 minutes. Then call the Poison Help number, 1-800-222-1222. Do not use an eyecup, eye drops, or ointment unless Poison Help staff tells you to.
3. **Poisonous or irritating fumes:** If you suspect a student is exposed to fumes or gases, have him/her breathe fresh air right away. If he/she is breathing, call the Poison Help number, 1-800-222-1222, and ask about what to do next. If he/she has stopped breathing, start cardiopulmonary resuscitation (CPR) and do not stop until he/she breathes on his/her own or someone else can take over. If you can, have someone call 911 right away. If you are alone, wait until the student is breathing, or after 1 minute of CPR, then call 911.

Source: *Protect Your Child From Poison* (Copyright © 2003 American Academy of Pediatrics, Updated 4/2013)

### SITE EMERGENCY TOOLKIT INFORMATION

Each classroom stores a Red Emergency Backpack and Binder, which is carried out by the classroom teacher during any evacuation. The following equipment and supplies are stored within each:

Red Emergency Backpack Amount	Item Name/Description
1	scissors
1	34 piece first aid kit
10	survival blankets
1	flashlight
2	batteries (AAA, AA, D)
30	3600 calorie food bar/snacks for students
2	12 hour light sticks
2	work gloves with leather palm
2	toilet paper roll
30	masks-dust
1	reflective safety vest
1	sharpie marker
1	5-in-1 survival whistle
3	Ziploc bags
2	plastic gloves
2	CPR kits with microshield masks
1	duct tape
1	safety goggles
1	large solar blanket
10	pouch water
1	AMA 35 page First Aid Guide
1	wound seal



**[CONFIDENTIAL] ATTACHMENT 1- SITE EMERGENCY RESPONSE PLAN**

## HIGH TECH HIGH STUDENT MENTAL WELLBEING AND SAFETY POLICY

The Board of Directors of High Tech High ("Board") acknowledges Assembly Bill 2246 chaptered as California Education Code Section 215 ("Section 215"), and the mandate imposed by Section 215 requiring that governing boards of Local Education Agencies that serve pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention and postvention.

In compliance with Section 215, this policy has been developed in consultation with High Tech High ("HTH") school psychologists, administrators, school faculty and staff members, and others.

### **A. Oversight and General Responsibility for Implementation**

To ensure the internal operational policies and protocols regarding suicide prevention are in compliance with Section 215, and that they properly developed, implemented, and updated, the Chief Executive Officer and/or his/her designee shall appoint one or more individual(s) who shall be responsible for the work. Until the CEO and/or his/her designee determines otherwise in his/her discretion, the team charged with developing and implementing the internal policies and protocols associated with Education Code section 215 shall include:

1. The HTH Director of Special Education who shall lead the work.
2. The HTH Associate Director of Special Education who shall assist in leading the work.
3. The HTH School Psychologists to serve as the suicide prevention points of contact for the HTH Schools.

(Collectively the "**Implementation Team**"). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

While internal operational policies, protocols and guidelines shall be developed by the Implementation Team, the following provisions of this policy are set forth in observation of the terms of Section 215 and to provide the general policy terms, context and directive framing to the Implementation Team's work.

### **B. Staff Development**

Through its School Directors, Deans, Director of Special Education, Associate Director of Special Education, and the HTH School Psychologists, HTH will review and assess staff professional development opportunities with the goal of ensuring that HTH promotes a mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

The Implementation Team shall work to create and provide appropriate professional development opportunities for HTH staff members that are in observance of Section 215, including addressing the needs of high risk groups, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services. Training materials shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.

Relevant professional development opportunities may also be provided, as appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

### **C. Employee Qualifications and Scope of Services**

HTH employees shall act within the authorization and scope of their credential or license. This policy is not meant to impose responsibilities on HTH employees that are outside the scope of their expertise and/or credential or license. Instead, the intent of this policy is to clearly state HTI-I's commitment to support student well-being, and, more specifically, to provide a general directive to the HTH schools to develop and implement guidelines that may enable school professionals to assist in the identification of suicide risk factors and warning signs, in order to assist in the prevention immediate risk of a suicidal behavior. However, conclusive identification and/or treatment of suicidal ideation and mental health challenges often associated with suicidal thinking are beyond school capacity and outside of the scope of services offered in the school setting.

#### **D. Intervention and Emergency Procedures**

1. **Implementation Team:** As noted above, in conjunction with the School Directors, Deans and other stakeholders, the Implementation Team shall be responsible for developing the appropriate internal, operational protocols, and guidelines related to Section 215, including suicide intervention and emergency procedures ("Suicide Response Guidelines"). Such Suicide Response Guidelines shall observe and include the below-noted general terms.
2. **School Director Role:** The School Director should be contacted in all cases involving suspicion or knowledge of a student's suicidal intentions.
  - a. The School Director shall assist staff members in enlisting the help of the School Psychologist(s).
  - b. In addition, the School Director shall take appropriate next steps including notifying the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow an initial assessment to ensure that the student is not endangered by parental notification.
  - c. With support from a School Psychologist, the School Director shall also refer the student to mental health resources available at school (if applicable) and/or in the community.
3. **Identification and Emergency Response Contacts:** Until the CEO and/or his/her designee determines otherwise in his/her discretion, the following administrators shall act as the emergency response points of contact in relation to staff questions regarding the identification of suicide risk factors and warning signs, the prevention of immediate risk of suicidal behavior, and other related inquiries arising in the course of work with students:
  - a. School Directors and Deans
  - b. School Psychologists
  - c. The above-noted individuals are collectively referred to herein as the "Emergency Response Contacts".
  - d. If a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly seek assistance and guidance by notifying someone from the Emergency Response Contacts list noted above.
4. **General Guidelines in Observance of Section 215:** While the Implementation Team shall be responsible for developing Suicide Response Guidelines related to Section 215, the following general terms should be incorporated into the Suicide Response Guidelines developed by the Implementation Team unless, in conjunction with the School Directors and Officers, it is determined that modifications to the following should be made, in which case the CEO shall have final approval over any such modification:
  - a. **Supporting Students in the Community in Relation to a Mental Health Crisis:** Students shall be encouraged to confer with a trusted adult (e.g., teacher, School Director, Dean, psychologist, etc.) when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. School staff shall follow the appropriate protocols noted in the Suicide Response Guidelines in responding to any such communications from students. This includes but is not limited to high risk individuals, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.
  - b. **Emergency:** When a student is in imminent danger a call shall be made to 911.
  - c. **On-Campus Threat or Attempt:** When a suicide attempt or threat is reported on campus or at a

school-related activity, in conjunction with and supported by the Emergency Response Contact(s), staff members present should follow the crisis intervention procedures contained in school safety plan including:

- i. **Safety:** Make efforts to ensure the student's physical safety.
  - ii. **Emergency Services:** Assess whether authorities or external service providers should be contacted.
  - iii. **Emergency Response Contact:** Enlist the support of colleagues on the Emergency Response Contacts list as soon as possible.
  - iv. **Parent Contact:** Discussion with the School Director so as to allow him/her to contact the parent/guardian and student and, where appropriate, to provide referrals to appropriate services as needed.
  - v. **Incident Report:** Document the incident in writing as soon as feasible.
  - vi. **Confirmation of Treatment:** After a referral is made, the school shall verify with the parent/guardian that the follow up treatment has been accessed.
  - vii. **Support for School Community:** Provide access to school psychologists and/or counselors or other relevant personnel to provide appropriate support to students and staff who are directly or indirectly involved with the incident.
  - viii. **Debrief and Assessment:** Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
  - ix. **School Community Information:** After consultation with the CEO, COO/General Counsel, the School Director and/or his/her 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 School Director and/or his/her designee may determine that it is appropriate and warranted to provide a general overview and information to the student community, parents/guardians, and staff about the emergency situation. The School Director shall work with the CEO supported by the COO/General Counsel, to determine appropriate steps in this regard. In conjunction with any such discussion, the school may offer opportunities for counseling, and/or referrals to community agencies as needed and in accordance with services and supports available to HTH schools. School staff may receive assistance from school psychologists in determining how best to discuss the suicide or attempted suicide with students. Counsel, the School Director and/or his/her 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 School Director and/or his/her designee may determine that it is appropriate and warranted to provide a general overview and information to the student community, parents/guardians, and staff about the emergency situation. The School Director shall work with the CEO supported by the COO/General Counsel, to determine appropriate steps in this regard. In conjunction with any such discussion, the school may offer opportunities for counseling, and/or referrals to community agencies as needed and in accordance with services and supports available to HTH schools. School staff may receive assistance from school psychologists in determining how best to discuss the suicide or attempted suicide with students.
- d. **Off-campus threat or attempt:** in the event a suicide is attempted or occurs off campus and unrelated to school activities, the School Director or designee shall follow the steps outlined in the Suicide Response Guidelines.



# Site Hazard Assessment Summary HTH Point Loma Campus

Updated: 4/13/2018

**Property Description** The HTH Point Loma campus is located within the Liberty Station Development of San Diego. The retail/office/residential/educational development is on the former site of the U.S. Naval Training Center. HTH owns six buildings that house approximately 2,700 students in seven schools. The six parcels total approximately 7.78-acres, with approximately 258,000 gross square feet of existing space. The surrounding land is held in common, and is maintained by the Liberty Station Community Association. The overall property is relatively flat. HTH owns three 1-story buildings, two 2-story buildings, and one 3-story building. The property has paved parking lots, and open recreation areas with concrete sidewalks and grass field areas. All buildings are equipped with fire sprinklers.

**Surrounding Uses** The property is approximately 3.0-miles northwest of downtown San Diego near the intersection of Womble Road and Rosecrans Street. The 5 Freeway is approximately 2.0-miles to the northeast, and the end of the Point Loma peninsula is approximately 5 miles to the south. The San Diego International Airport is approximately 1.5 miles to the southeast. An inlet of San Diego Bay is three to four blocks to the southeast. The property is surrounded on three sides by single and multifamily housing, with retail/commercial on the north side.

## **Site Hazard Assessment Summary**

**Earthquake:** The Newport-Inglewood/Rose Canyon Fault Zone, located approximately 2 miles from the site, is the nearest known active fault and is the dominant source of potential ground motion. Earthquakes that might occur on the Newport-Inglewood/Rose Canyon Fault Zone or other faults within the southern California and northern Baja California area are potential generators of significant ground motion at the site. There are no active, potentially active, or inactive faults crossing the subject site; therefore, the risk associated with earthquake ground rupture hazard is low.

**Landslide:** The risk associated with landslide hazard is low due to the relatively flat topography of the site and the near vicinity.

**Flooding:** According to FEMA the site is not located within a 100-Year Flood Zone: therefore, the risk of inundation due to flooding is relatively low, although the proximity to San Diego Bay can make for short-term flood conditions. The site ranges between 12-15 feet above mean sea level (MSL).

**Liquefaction:** The property's close proximity to San Diego Bay means that some of the buildings are located on undocumented fill dredged from the bay in the early 1920's. The site ranges between 12-15 feet above mean sea level (MSL), with groundwater located 10-11 feet below the surface. The risk of liquefaction or seismically induced settlement hazard at the site soil is relatively low, and would likely only cause localized settlement of a few inches. The buildings themselves mitigate this risk with deep footing and foundation piles that extend through to more dense materials 30-40 feet below the surface.

**Tsunamis:** The site is located approximately three to four blocks from an inlet of San Diego Bay, at an approximate elevation of 12-15 feet above mean sea level (MSL). The site is protected from ocean waves by Point Loma and Coronado Island. Although it is possible that the site could be affected by waves generated by tsunamis, it is unlikely the height or runout length of those waves would be large enough to impact the site. Therefore, the risk associated with flooding hazard due to tsunami is low.

**Wildfire:** This campus is located within a well-developed, suburban neighborhood, which has a low risk of wildfire.

**Airport:** The proximity to the runway San Diego International Airport poses a low level of risk. The property is located outside of the flightpath, and is not within the airport "Safety Zones" as defined by the FAA.