

# **HIGH TECH HIGH POINT LOMA VILLAGE**

**COMPREHENSIVE SCHOOL SAFETY PLAN**

**2024-2025**

**Dr. Diana Cornejo-Sanchez, Interim 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: Fahima Ahmed  
Dean: Marcus Bell  
Site Manager: Veronica Martinez

### High Tech High International

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

### High Tech Middle

2359 Truxtun Road San  
Diego, CA 92106 Ph: (619)  
814-5060  
Fax: (619) 814-5088  
Director: Brett Garner  
Dean: Olusola Oluwa  
Site Manager: Jessica Villafuentes

### High Tech Elementary

2150 Cushing  
Road San Diego  
CA 92106 Ph:  
(619) 564-6700  
Fax: (619) 564-6757  
Director: Paula Marra  
Dean: Ashley Micallef  
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: Melissa  
Han  
Dean: Brian Burr  
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: Marc Shulman  
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: Tianna Lopez

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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: 01/09/24 - 06/07/24. 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 20 crimes listed within a quarter mile radius of campus, only nine occurred within school hours on a school day. The remaining crimes occurred when school was not in session.

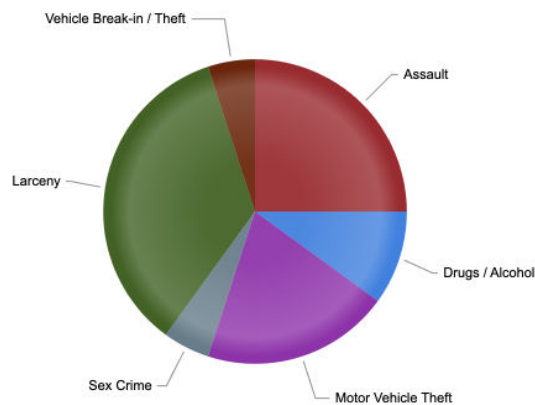
The crimes that occurred during school hours were:

1. Battery
2. Theft

This battery 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 20 crimes reported.



### Programs to Ensure Student Safety

1. The San Diego Police Department, Western Division, located at 5215 Gaines Street, serves our neighborhood. The Deans of Students have met with the SROs 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.
3. HTH participates in various types of drills throughout the year including, fire drills, earthquake drills, and presentations for staff for procedures in the event of active armed assailant threats to campus (formerly known as lockdown drills).
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.
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 (<https://mandatedreporter.ca.com/>) 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 (HHSA) 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 (HHSA) 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 middle and elementary schools, and at least twice every school year at the high school 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 or 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 Title IX Coordinator may be contacted as follows:

Colleen Green  
1420 W. San Marcos Blvd.  
San Marcos, CA 92078  
Email: [compliance@hightechhigh.org](mailto:compliance@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 system.

### 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
- Jade White, Director of HTHI
- Ashley Millacef, Dean of HTe
- Colleen Green, Compliance Officer
- Teacher Representative(s) - TBD
- Student Representative(s) - TBD
- Parent Representative(s) - TBD

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

Communication in Any Point Loma Emergency

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

Staff assignments:

## **Earthquake Procedures:**

## ***Blackout Procedures:***

## **Lockdown Procedures:**

## **Bomb Threat Procedures:**

## **Tornado Warning**



## **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**



HIGH TECH HIGH  
STUDENT MENTAL WELLBEING, SAFETY and SUICIDE PREVENTION, INTERVENTION AND  
POSTVENTION 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 Student Services and HTH Director of Special Education who shall co-lead the work.
2. The HTH Associate Director(s) of Special Education who shall assist in leading the work.
3. The HTH School Psychologists and HTH Deans of Schools 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.

**A. Staff Development**

Through its School Directors, Deans, Director of Student Services, Director of Special Education, Associate Director(s) 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 diathesis-stress mode 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 *at-promise*<sup>1\*</sup> students, such as youth bereaved by suicide; youth with disabilities, youth experiencing mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; youth from historically marginalized racial and ethnic communities, and lesbian, gay, bisexual, transgender, or questioning youth. 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, and strategies to destigmatize reaching out for help.

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

## **B. 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 HTH'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 of immediate risk of suicidal behaviors. While HTH can provide suicide screenings, it is important to note that clinical identification of mental health disorders often associated with suicidal behavior(s) and/or clinical treatment of suicidal ideation are beyond the scope of services offered in the school setting.

### **Prevention**

According to the American Foundation for Suicide Prevention (AFSP), death by suicide is the 3rd leading cause of death for individuals ages 10-24 in the state of California ([AFSP, 2022](#)). Research further indicates that the first year of COVID-19 pandemic negatively impacted the mental health of young people, making them disproportionately at risk of suicidal and self-harming behaviors ([World Health Organization, 2022](#)). According to the Jason Foundation, “four out of five individuals considering suicide display verbal or behavioral warning signs of their intentions ([Jason Foundation, 2023](#)). HTH schools understand it is essential that all school personnel be trained and knowledgeable about the risk factors, mortality rates, and warning signs of youth suicide and the process for assisting students who may be considering death by suicide.

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<sup>1</sup> \*Footnote: The use of strength-based language (*at-promise*) to describe the needs of vulnerable students was introduced in 2019 with the enactment of [Assembly Bill 413 \(Jones-Sawyer, D-Los Angeles\)](#). The use of strengths-based language to describe students' needs may contribute to more compassion and less stigma related to accessing appropriate supports.

- All school Deans and School Psychologists are trained on the [Columbia Suicide Severity Rating Scale](#) (CSSR-S) screening tool to identify students at risk of suicide and/or suicidal ideations.
- Staff at each campus has access to trainings with San Diego County Office of Education on Suicide Prevention and Intervention at schools.
- Deans and School Psychologists across each campus have access to regular Mental Health First Aid training.
- School psychologists across each campus provide annual staff training on mental health awareness and suicide prevention and intervention which includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention.
- Staff training is reviewed and adjusted annually based on previous professional development, emerging needs, and updates to best practices.

Through the San Diego County Office of Education (“SDCOE”) Creating Opportunities for Preventing and Eliminating Suicide (“COPES”) grant schools have:

- HTH schools have access to materials to set up “calming corners” to support student mental health and wellness on campus
- HTH schools hold mental health and wellness fairs to support destigmatizing mental health needs and connect students, parents, and teachers with school and community mental health and wellness resources.
- HTH schools will be implementing a peer-to-peer on-campus suicide prevention and support program called Sources of Strength beginning in the Fall of 2023.
- HTH schools will share regularly resources with students and families through SDCOE workshops and trainings
- HTH schools will share resources regularly to students, including resources such as:
  - [American Foundtion for Suicide Prevention \(Resources\)](#)
    - [Mental Health America](#)
    - [National Suicide Prevention Lifeline](#)
    - [The Society for the Prevention of Teen Suicide](#)
    - [The Trevor Project](#)
    - [Crisis Text Line](#)
  - National Association for School Psychology (Suicide Prevention Resources)
    - [Save a Friend](#)
    - [Preventing Youth Suicide](#)
  - San Diego County of Education COPES (Suicide Prevention Resources)
    - [211 San Diego](#)
    - [Mental Health America of San Diego County](#)
    - [National Council for Behavioral Health](#)

- [San Diego County Behavioral Health Services](#)
- [#BeThe1To](#)

Through the SDCOE Healthy Kids Grant, curriculum is delivered across all grades to support students' mental and emotional health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

The Implementation Team, along with its partners, thoroughly and regularly review all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide"  Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful"  Note: There is no success, or lack of success, when dealing with suicide

**Examples of people-first language, include:**

- People with (...mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

**Tips for Safe and Effective Messaging on Suicide Prevention:**

- HTH will continue to provide suicide prevention resources in parent/student handbooks, the Comprehensive School Safety Plan, school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.
- Include information on warning signs as well as risk and protective factors.
- Avoid discussing details about methods of suicide.
- Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).
- Focus on prevention and protective factors.
- Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images

**The following are suggested resources to include:**

- National Suicide Prevention Lifeline: 988
- Crisis Text Line: Text “help” to 741-741
- Teen Line: Text “TEEN” to 839863
- Trevor Project 1-866-488-7386 or text “START” to 678678
- Trans Lifeline 1-877-565-8860
- San Diego Access & Crisis Line: 1-888-724-7240

Additional crisis line numbers can be found on the California Department of Education’s Help for Students in Crisis web page at: <https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp>.

**Intervention**

General suicide intervention guidelines for schools:

- School Deans and School Psychologists use the [Columbia Suicide Severity Rating Scale \(CSSR-S\)](#) screening tool to detect students contemplating death by suicide.
- When a student is identified as at-risk for moderate or high level of severity, key staff supervise the student and then may:
  - As needed implement the Intervention and Emergency Procedures (**see below**)
  - Assess the severity
  - Notify the student's parent and/or guardian
  - Refer for community services (e.g., emergency screening units, mental health, mobile crisis response, law enforcement, child protective services, etc.)
  - Provide follow-up at school

**Intervention and Emergency Procedures**

1. Implementation Team: As noted above, in conjunction with the School Directors, Deans, School Psychologists, 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. Implementation Team Lead Role: The Implementation Team Lead should be contacted in all cases involving suspicion or knowledge of a student's suicidal intentions.
  - a. The Implementation Team Lead shall be assigned to School Director, School Psychologist, or other designee.
  - b. The Implementation Team Lead, or designee, shall assist staff members in enlisting the help of the School Psychologist(s).
  - c. In addition, The Implementation Team Lead, or designee, 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.

- d. The Implementation Team Lead, or designee, 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 inquires 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:
    - i. 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.
    - ii. School staff shall follow the appropriate protocols noted in the Suicide Response Guidelines in responding to any such communications from students.
    - iii. School staff shall have general knowledge on how to support most at-risk individuals, such as youth bereaved by suicide; youth with disabilities, youth experiencing mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; youth from historically marginalized racial and ethnic communities, and lesbian, gay, bisexual, transgender, or questioning youth.
    - iv. School staff shall have general knowledge in supporting all students in knowing where and how to get the appropriate help despite intersectionality and environmental factors.
5. Emergency: When a student is in imminent danger staff should call 911.
  - a. On-Campus, or school-related event, 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 and suicide response guidelines contained in the Comprehensive School Safety Planschool safety plan including:
    - i. Safety: Make efforts to ensure the student's physical safety and privacy.



1. Move all other students out of immediate area/proximity
  2. Do NOT leave the student unattended at any time
  3. Provide comfort to the student where possible
- ii. Contact Emergency Services: Assess which level authorities or external service providers should be contacted (eg. Psychiatric Emergency Response Team (“PERT”) vs. 911 vs. Mobile Crisis Response Team (“MCRT”).
    1. When calling 911, give as much information as possible, including prior attempts, current attempt, medications, access to weapons, learning profile factors, etc.
- b. Off-campus, non-school related threat or attempt: in the event a suicide is attempted or occurs off campus and unrelated to school activities, the Implementation Team Lead or designee shall follow the steps outlined in the Suicide Response Guidelines.
- c. Implementation Team Suicide Response Guidelines
- i. Emergency Response Contact: Enlist the support of colleagues on the Emergency Response Contacts list as soon as possible.
  - ii. 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.
  - iii. Incident Report: Document the incident in writing as soon as feasible.
  - iv. Confirmation of Treatment: After a referral is made, the school shall verify with the parent/guardian that the follow up treatment has been accessed.
  - v. 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.
  - vi. 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.
  - vii. 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.

### **Postvention**

Postvention refers to the provision of systematic crisis intervention, support, and assistance for those affected by a suicide. Suicide postvention strategies are designed to minimize contagion. Postvention services provide appropriate emotional support and information to those affected by suicide.

High Tech High follows the general suicide postvention guidelines for schools:

- Plan in advance of any crisis
- Select and train a LEA/School Crisis Team (Dean, Director, School Psychologist, Director of Student Services, Director of Special Education, Associate Director(s) of Special Education)
- Verify report of suicide from collaboration with the medical examiner, police, and family of the deceased
- Do NOT dismiss school and do not encourage funeral attendance during school hours.
- Do NOT romanticize or sensationalize the death (i.e., permanent memorials such as yearbooks, trees, benches, etc.).
- Do NOT release information in a large assembly or over intercom systems. Disseminate information to faculty, students, and parents. Always be truthful.
- Contribute to a suicide prevention effort on behalf of the school or community.
- Contact the family, apprise them of the school's intervention efforts, and assist with funeral arrangements.
- Follow the victim's classes throughout the day with discussion and counseling.
- Arrange for counseling rooms in the school building and provide individual and group counseling.
- Collaborate with media, law enforcement, and community agencies, when appropriate.
- When collaborating with the media and/or parents, points to emphasize include prevention, no one thing or person is to blame, help is available.
- Provide counseling or discussion opportunities for the faculty.

*Source: Poland, S. (1989). Suicide intervention in the schools. New York: Guildford. ISBN: 0898622328; and American Association of Suicidology - [www.suicidology.org](http://www.suicidology.org)*

Key components of systematic suicide postvention planning are the set of written procedures (prepared in advance) and the identification of a postvention crisis team that has been trained in advance of a suicide. As part of the planning in advance, specific crisis response duties are assigned to specific team members (e.g., communication with family, students, and parents; media liaison) and specific responses are outlined below.

### **Student re-entry to the school / classroom after a mental health crisis**

**When a student has experienced a mental health crisis,** It is crucial that careful steps are taken to help provide continued, ongoing mental health support for the student and monitor their actions for any

signs of suicidal behaviors. High Tech High has determined the following steps be implemented by the Implementation Team lead and/or the classroom teacher after a mental health crisis:

- Treat the student with C.A.R.E.
  - Compassion - practice compassion with the student
  - Awareness - increase awareness of the students' needs
  - Recognize - silently observe and recognize student's signs
  - Empathy - practice empathy with the student
- When possible, coordinate with mental health professional for suggestions on individualized strategies in supporting the student in the classroom

If an escalation in mental health needs arises:

- Treat any threat with seriousness in a calm manner.
- Listen actively and non-judgmentally to the student.
- Let the student express their feelings without passing judgment
- Acknowledge their feelings and do not argue with the student.
- Offer hope and let the student know they are safe, and that help is available.
- Do not promise confidentiality or cause stress.
- Explain calmly and get the student to a mental health professional or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

### **Student re-entry to school after a suicide attempt**

A student who has verbalized suicidal ideation or attempted suicide is at a higher risk for death by suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of autonomy, personal responsibility, and empowerment.

High Tech High has determined the following steps be implemented upon the student's re-entry:

- The School or LEA-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- The School, LEA-based mental health professional, or LEA administrator shall obtain a written release of information signed by parents/guardians/caregivers/families and providers to support continuity of care between school-based and community-based providers.
- The School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families any reasonable requests related to school-based resources and supports.
- The School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
- The School or LEA-based mental health professionals shall inform the student's teachers about possible days of absences and strategies to support student's reentry to the classroom.

- Teachers and LEA administrators shall allow reasonable accommodations for the student to make up any missed work (understanding that missed assignments may add stress to the student).
- LEA-based mental health professionals or trusted staff members shall maintain ongoing contact with the student to monitor student's overall wellbeing (e.g. behaviors, actions, mood, etc. ).
- The School or LEA-based mental health professionals shall provide parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Responding after a suicide death**

A death by suicide of a student or staff member can have devastating consequences on the school community. In the event of a death by suicide, it is important to remember many members of the community may be grieving (including staff members). Therefore, it is important to consider the capacity of staff members and elicit support of available personnel within the district and across LEA sites in the event of this traumatic event. When possible, schools should provide additional support to staff to lead conversations in response to suicide deaths.

To help High Tech High schools prepare for postvention, the Implementation Team must consult with evidence-based postvention procedures such as the National Association of School Psychology's "PREPARE Model"<sup>2</sup>.

Elements of the suicide postvention response action plan must incorporate both immediate and long-term steps and objectives, including:

- LEA/School Crisis Team convene to discuss appropriate next steps.
  - Identification of a staff member to confirm death and cause (usually school site administrator).
  - Identification of a staff member (LEA administrator or LEA-based mental health professional) to contact the deceased's family (within 24 hours).
  - Develop and/or provide support options to staff who may require additional support in order to effectively respond to students' reactions.
  - Develop a way to notify all staff members of the information. Notification should be delivered in a personable manner (e.g. in-person or via phone, not via e-mail or mass notification). Notification shall not include explicit, graphic, or dramatic content, (including the manner of death).
- LEA/School Crisis Team to coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death.
    - Note: Information shared during this meeting should be limited to facts and relevant resources so as to not emotionally overwhelm staff members and to respect privacy of family members.
  - Emotional support and resources available to staff.

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<sup>2</sup> Another source of information for post-vention preparation is The American Foundation for Suicide Prevention's "After a Suicide: A Toolkit for Schools" (*overview here*: <https://afsp.org/after-a-suicide-a-toolkit-for-schools>). However, the HTH School Psychologists all reference the NASP Prepare Model.

- Appropriate ways to notify students about suicide death, the availability of student support services, and education on how to refer student to various support options.
- LEA/School Crisis Team to remind and direct staff to monitor and respond to needs of students by reviewing the following: :
  - Staff shall understand signs of emotional distress and suicide ideation.
  - Staff shall understand protocols for referring students for school-based mental health support or risk assessment.
  - Staff, with support of the LEA/School Crisis Team, shall share community-based resources available to students and families.
  - Staff are knowledgeable on how to identify students significantly affected by suicide death and other students that may be considering imitative behavior.
    - Staff shall immediately refer students who are suspected to be considering imitative behavior to a LEA or school-based mental health professional.
    - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families to ensure access to appropriate intervention.
  - Staff are knowledgeable on how to identify students affected by suicide death but not at risk of imitative behavior.
    - Staff shall immediately refer students who are affected by the suicide to an LEA or school-based mental health professional.
    - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families.
- LEA/School Crisis Team to notify larger school community about suicide death and the availability of support services.
- Consider offering support to the deceased's family regarding funeral arrangements, when appropriate..Note: When offering support, understand that specific cultural factors may influence the family's decision on how to memorialize the deceased's life. School-based professionals and staff are encouraged to honor the family's wishes and serve in a supportive role if permissible by family members. This may include, but not limited to, the following:
  - If possible, offer a recommendation of scheduling the funeral outside of school hours.
  - If possible, consider offering a table of mental health and grief resources to be available at the funeral to remind community members and students of the available resources.
  - In the event that school staff members request to attend the funeral, request family approval to attend.
  - In the event that students request to attend the funeral, encourage parents/guardians of students to attend the funeral with their children.
  - Offer a safe space on campus for impacted students to utilize if needed before/after funeral or memorial service.
  - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered. If a memorial is granted, a memorial policy, at minimal memorial guidelines, shall be used to ensure

that all deaths are treated the same, the memorial does not romanticize and glorify the death, and the memorial is living (not permanent).

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (visit <https://reportingonsuicide.org/> for recommendations on safe messaging).  
Note: Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors ([Hawton, K., & Williams, K., 2002](#)).
- Utilize and respond to social media outlets:
  - Utilize students as "cultural brokers" to help staff identify which social media platforms are being used by youth in the community to respond to suicide death
  - Train students to be gate keepers by sharing knowledge on what suicide risk looks like on social media and how to notify a trusted adult.
  - Designate staff to monitor social media and to promote safe messages.
  - Educate families about social media and have them get involved with their child's social media.
- Considerations for long-term suicide postvention:
  - Important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
  - Support for siblings, close friends, teachers, and/or students of the deceased.
  - Long-term memorials impact on students who are emotionally vulnerable and suicidal.
  - Support for LEA/School Crisis Team members assisting with direct crisis response

High Tech High believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members.

# 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.