

# High Tech High Chula Vista Campus Comprehensive School Safety Plan

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Purpose of the PolicyThe HTH Title IX policy ensures compliance with 2020 Title IX federal law by prohibiting discrimination on the basis of sex in educational programs and activities. TheHTH Title IX Policy exists in order to foster an environment of equity, safety, and respect by addressing and preventing issues such as sexual harassment, gender-based violence, and other forms of sex-based discrimination, for students and staff while providing clear procedures for reporting, investigating, and resolvingcomplaints to protect the rights of all individuals in the educational community. ....	23
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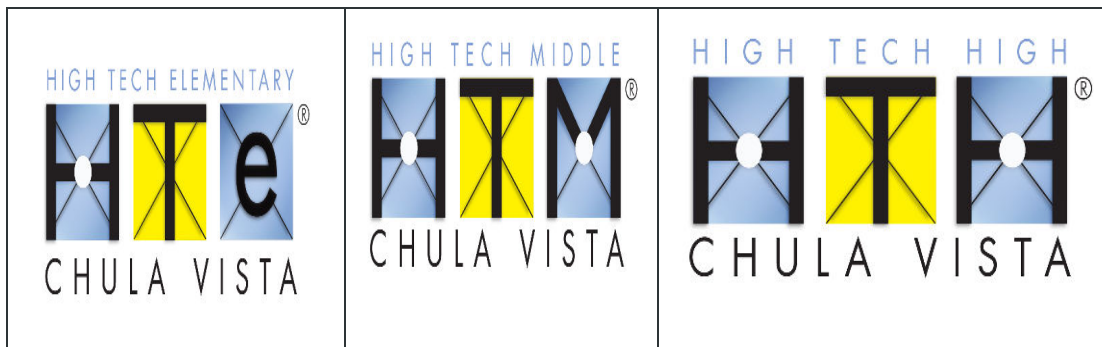
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**HIGH TECH HIGH CHULA VISTA CAMPUS  
COMPREHENSIVE SCHOOL SAFETY PLAN**

**2024-2025**

**Dr. Diana Cornejo-Sánchez, Interim CEO**

**Board Approved:**



# Preface

The Comprehensive School Safety Plan ("**CSSP**") Process is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a document for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The CSSP is also designed as a living document to be updated as necessary to meet campus, school, building, and community needs, forms or requirements.

# High Tech High Chula Vista Campus School Contact List

## High Tech High Chula Vista Campus School Contacts

### High Tech High Chula Vista

1945 Discovery Falls Drive Chula Vista, CA 91915

Ph: (619) 591-2500

Fax: (619) 591-2503

Director: Edrick Macalaguim

Dean: Enrique Lugo

Site Manager: Sylvia Price

CRASH Enrichment & Athletic Director: Shameka Thompson

### High Tech Middle Chula Vista

1949 Discovery Falls Drive Chula Vista, CA 91915

Ph: (619) 591-2530

Fax: (619) 591-2533

Director: Rod Buenviaje

Dean: Tiffany Estevez

Site Manager: Andrea Gutierrez

### High Tech Elementary Chula Vista

1949 Discovery Falls Drive Chula Vista, CA 91915

Ph: (619) 591-2550

Fax: (619) 591-2553

Director: Judy Asiong

Dean: Ivan Recendez



# I. Introduction

The Comprehensive School Safety Plan ("**CSSP**") Process is designed to be utilized as a school resource for prevention, mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The CSSP is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter (Amended Ed. Codes 35294.1 & 35294.6).

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6).

## Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures
- The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.



## A. Implementation to the Plan

A non-confidential written version of this comprehensive school safety plan will be made available to all staff, students, parents, and the community to review on the school website and the main offices/front desk of each school.

School and campus leadership teams will review the campus CSSP and school Emergency Action Plans ("EAP") quarterly.

School teams and school support staff shall review the CSSP and EAP of their school biannually.

# B. Record of Changes

## Record of Changes

The most current copy of this toolkit, including any changed pages, is available through the HTH Compliance Officer.

Change	Date	Summary of Changes

## II. School Safety Planning Committee

This comprehensive school safety plan applies to the three High Tech High schools located in the San Diego County community of Chula Vista. The schools covered by this plan include:

- High Tech High Chula Vista
- High Tech Middle Chula Vista
- High Tech Elementary Chula Vista

These three schools are sometimes collectively referred to as the "HTHCV Schools" or "Chula Vista" throughout this plan.

The Chula Vista School Safety Planning Committee includes the following members:

- HTHCV Director, Edrick Macalaguim
- HTHCV Dean, Enrique Lugo
- HTMCV Director, Rod Buenviaje
- HTMCV Dean, Tiffany Estevez
- HTeCV Director, Judy Asiong
- HTeCV Dean, Ivan Recendez
- HTH Compliance Officer, Colleen Green
- HTH Chief Operations Officer, Isaac Jones
- HTHCV Parent
- HTMCV Parent
- HTeCV Parent
- Chula Vista Police Department Representative, Officer Timothy Frando
- San Diego Fire Department Representative

# III. Annual Safety Goals

High Tech High Chula Vista campus leaders meet annually to discuss safety goals and expectations for the year. They update the following information to ensure that student safety remains a priority:

1. The Chula Vista Police Department, located on 315 Fourth Ave, Chula Vista, CA 91913 serves our neighborhood. The Dean of Students has met with officers assigned to High Tech High Chula Vista and continues to work with local law enforcement and the school community to ensure school safety.
2. The Chula Vista Fire Department, located at 1640 Santa Venetia Rd, Chula Vista, CA, 91913, serves the immediate area.
3. HTHCV participates in various types of drills throughout the year including, fire drills, earthquake drills, and presentations for staff for procedures in the event of a lockdown.
4. Safety information is provided to HTHCV 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, HTHCV, 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 Section VII (L).

## A. Chula Vista Campus Schools Safety Plan Goals

- The students and staff on the Chula Vista campus will practice school safety measures and know where evacuation sites are.
- Students who bike and drive to school will arrive safely and conduct themselves in a safe way while on campus.
- Traffic flow during peak drop off and pick up times will be mitigated by staffing supports to allow for ease of congestion as best as allowable and safety of all pedestrians and drivers.
- Student participation in risky behaviors will decline as mental health supports and curriculum around healthy choices are made available.

## B. Chula Vista Campus Safety Plan Annual Goal Assessment

- Mental Health Data
- California Healthy Kids Survey
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the staff, parent groups, and the Board.

The year-end assessment should be completed in May and reported upon at the annual Board meeting.

# IV. Mandated Policies and Procedures

The following outlines the Mandated Policies and Procedures that are found as part of this Comprehensive School Safety Plan:

- The designated safety planning committee has specific responsibilities for their school.
- All staff must be trained on the CSSP *EC* Section 32280.
  - Updated school safety plans should be reviewed and practiced regularly by all certificated and classified staff and students, as appropriate.
- The Compliance Officer, in coordination with each school site, must write and develop the CSSP and reviews annually with the safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others. *EC* Section 32281(b)(2).
  - The CDE recommends that committees include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff and custodians, transportation specialists, local businesses and nonprofits, and/or other stakeholders.
- The safety planning committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the CSSP and notify each entity of any updates that occur during the year.  
*EC* Section 32281(b)(3).
- The CSSP must include the following components: *EC* Section 32282(a).
  - Assessment of the current status of school crime or crimes at school-related functions.
  - Child abuse and neglect reporting procedures.
  - Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
    - Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.
  - Earthquake emergency procedures.
    - Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.
    - All staff are aware and trained.
  - Fire drills *EC* sections 32001–32004.
    - Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC* requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.
  - School building disaster plans for the following situations may include but are not limited to:
    - Bomb threat
    - Bioterrorism/hazardous materials
    - Earthquake
    - Flood
    - Power failure/blackout
    - Intruders/solicitors
    - Weapons/assault/hostage
    - Explosion
    - Gas/fumes
  - Procedures to allow a public agency, including American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.
  - Suspension/expulsion policies and procedures.
  - Procedures to notify teachers of dangerous students.
  - Discrimination and harassment policy that includes hate crime reporting procedures and policies.
  - Schoolwide dress code if it exists, that includes prohibition of gang-related apparel.

- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
  - Procedures to prepare for active shooters or other armed assailants based on specific needs.
- Consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.
- Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC* Section 32283.5(c).
  - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.



# A. Assessment of current status of school crime data and site response to crime data

## Assessment of current status of school crime:

The HTHCV Campus is located in the heart of a master plan development project, also known as the *Millenia*. HTHCV is the first educational tenant of a 210-acre urban village project that will also include shops, hotels, and housing. The redevelopment project is imn progress.

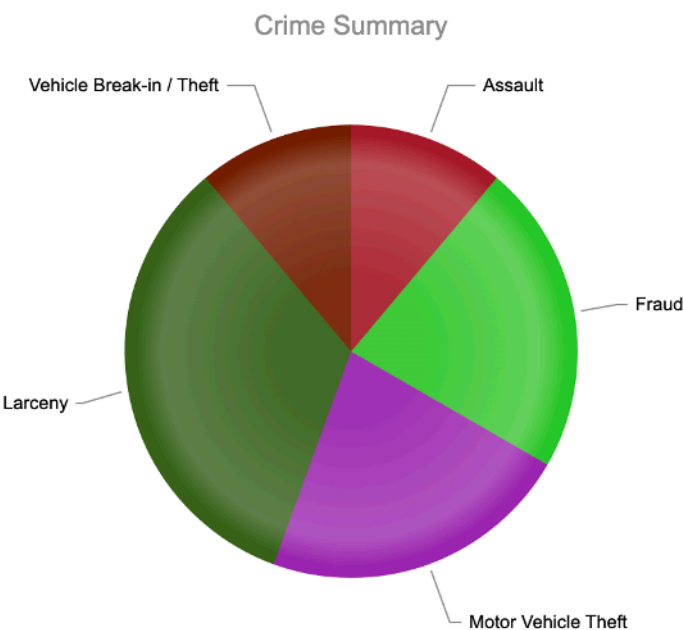
To assess the current status of school crime, HTHCV reviewed the crime data for the vicinity surrounding the school site at [www.crime mapping.com](http://www.crime mapping.com).

Date range used: 09/02/2024 to 02/07/2025. Search Radius used: .5 miles

The crime data indicates 9 crimes within a half-mile radius of campus, most of which were isolated to the retail shops or housing/apartments in the area. Only 2 of those crimes happened within the school day:

- Fraud

We have no reports that any of these crimes affected HTHCV students/staff/faculty. The following pie chart was downloaded from [www.crimemapping.com](http://www.crimemapping.com) and summarizes the 9 crimes reported.



## B. Child Abuse Reporting Procedures

California law requires that HTH faculty and staff members adhere to child abuse reporting requirements as Mandated Reporters. California Penal Code Section 11166 of the California Penal Code requires that as mandated reporters, faculty and staff members, report all known or reasonably suspected cases of child abuse or neglect to a child protective agency immediately, or as soon as practically possible. "Child" includes any person under the age of eighteen years.

Reporting Procedure:

- Mandated reporters shall as soon as practicably possible report by telephone any instance of known or suspected child abuse or neglect to the any police department or sheriff's department, county probation department, or San Diego County Child Welfare Services (CWS). The CWS child abuse hotline number is (858) 560-2191. A mandated reporter should make a note of the time and date of the call and the name of the person to whom the report was made. If the abuse is in progress, call 911.
- The mandated reporter shall also prepare and send a written report on form SS 8572 to the agency within thirty-six (36) hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident. Forms may be procured from your School Director or Compliance Officer. The address to send the written report to is Director, San Diego County CWS Agency, 1700 Pacific Highway, M.S. P501, San Diego, California 92101. Reports of suspected child abuse and all aspects of the reports are confidential.

Do not contact a parent/guardian of the child at issue following a report.

Note that it is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected, or if a student shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the required reports may be made and signed by a member of the team selected by mutual agreement of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

Employees may but are not required to report such incidents to the School Director or other school officials. Reporting such incidents to the School Director does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send the required written report. However, employees may work cooperatively to report the incidents and to file one written report.

The identity of all persons who report suspected child abuse or neglect shall be confidential and disclosed as required by law. The identity of reporters will not be disclosed to HTH except with the employee's consent or by court order.

Any mandated reporter who fails to report known or reasonably suspected child abuse or neglect may be charged with a crime. The failure to report an incident known or reasonably suspected by the mandated reporter to be sexual assault may be filed at any time within five (5) years from the date of occurrence of the offense. An employee may also be subject to disciplinary action up to and including termination for failure to report known or reasonably suspected child abuse.

No mandated reporter shall be civilly or criminally liable for reporting a reasonable suspicion that child abuse has occurred, except in cases where the report was false *and* the person knew that the report was false, or the report was made with reckless disregard of the truth or falsity of the report. Any other person who makes a report of child abuse or neglect known to be false or with reckless

disregard of the truth or falsity of the report is liable for any damages caused. No mandated reporter, nor any person taking photographs of a suspected victim of child abuse or neglect at the direction of the mandated reporter, shall incur any criminal or civil liability for taking photographs of a suspected victim of child abuse or neglect, without parental consent, or for disseminating the photographs with the mandated report, provided that the photographs are not used for any other purpose. Any person who, pursuant to a request from a government agency investigating a report of suspected child abuse or neglect, provides the requesting agency with access to the victim shall not incur civil or criminal liability as a result of providing such access.

If you have any doubt whether you should report something that concerns the health or safety of the school community, consult with your School Director or supervisor without delay.

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 (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.

## **A. Definition of Child Abuse**

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

### **1. Child Abuse**

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

### **2. Not Considered Child Abuse**

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
- To quell a disturbance threatening physical injury to a person or damage property
- To prevent physical injury to another person or damage to property
- For purposes of self-defense
- To obtain possession of weapons or other dangerous objects within the control of a child
- To apprehend an escapee

## **B. Mandated Child Abuse Reporting**

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:  
The telephone call must be made immediately or as soon as practicably possible by telephone.  
AND  
A written report must be sent within 36 hours of the telephone call to the child protective agency.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

## **C. Sexual Activity**

The California Child Abuse and Neglect Reporting Act requires certain professionals (“mandated reporters”), like teachers and health care providers, to report to child protection or law enforcement when they know or reasonably suspect child abuse. Sexual intercourse with a minor (a person younger than age 18) is reportable as child abuse in three circumstances:

1. **WHEN COERCED OR IN ANY OTHER WAY NOT VOLUNTARY** Mandated reporters must report if they have a reasonable suspicion that intercourse with a minor was coerced or in any other way not voluntary. As one example, sexual activity is not voluntary when the victim is unconscious or so intoxicated that he or she cannot resist. See Penal Code sections 261 and 11165.1 for more examples.
2. **WHEN IT INVOLVES SEXUAL EXPLOITATION OR TRAFFICKING** Mandated reporters must report if they have a reasonable suspicion that a minor has been sexually trafficked or is being sexually exploited. See [www.teenhealthlaw.org](http://www.teenhealthlaw.org) for more information on this requirement.
3. **BASED ON AGE DIFFERENCE BETWEEN PARTNER AND MINOR IN A FEW SITUATIONS** Mandated reporters also must report intercourse with a minor in a few situations based solely on the age difference between the minor and their partner, Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Of note:

- Involuntary sexual activity is always reportable.
- Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an



exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

#### **Reportable Sexual Activity if a Child is 14 Years of Age and:**

- Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

#### **Reportable Sexual Activity if the Child is 14 or 15 years and:**

- There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- The partner is the alleged spouse and over 21 years of age

#### **Reportable Sexual Activity if the Child is 16 or 17 years and:**

- The partner is less than 14 years of age
- There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- The partner is the alleged spouse and there is evidence of an exploitative relationship

#### **Reportable Sexual Activity if the Child is under 18 years:**

- Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

#### **Not Reportable Sexual Activity:**

- Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Child Protective Services (CPS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency (Penal Code Section 11164 & 11165.1 et al.).

#### **D. Failure to Report Known or Suspected Child Abuse**

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor and could result in a loss of employment. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

#### **E. Child Abuse Reporting Number(s):**

Chula Vista Police Department Child Abuse Unit

(619) 409-5830

(619) 691-5133 Juvenile Unit

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

## **F. Staff Training**

All High Tech High Staff take annual, mandatory Mandated Reporter Training as required under AB 1432 - California School Personnel Mandated Reporter Training. The annual 3-hour training includes:

- What the law requires of mandated reporters
- How to spot indicators of possible child abuse or neglect
- How to talk to children about suspected abuse
- How to make a report
- What happens after a report is filed
- Special issues related to child abuse reporting in the school environment

# C. Sexual Harassment Policy

Below is the revised and updated Sexual Discrimination and Title IX Policy for the High Tech High Schools following the 2020 Federal Title IX Regulations for K-12 Institutions. A full version of the policy can be found on the High Tech High Title IX website.

## Introduction Section

### Policy Statement

High Tech High ("HTH") is committed to ensuring HTH schools are free from sexual harassment and discrimination and prohibits sexual harassment and discrimination of students and employees by other students, employees or other persons, at school or at school-sponsored or school related activities (e.g., athletics, extra-curricular activities, etc.) based upon sex stereotypes, sex characteristics, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy, childbirth or related conditions, or any other basis protected by applicable law. Sexual harassment refers to behavior that, among other things, is not welcome, is personally and objectively offensive, or undermines or weakens morale.

### Purpose of the Policy

The HTH Title IX policy ensures compliance with 2020 Title IX federal law by prohibiting discrimination on the basis of sex in educational programs and activities. The HTH Title IX Policy exists in order to foster an environment of equity, safety, and respect by addressing and preventing issues such as sexual harassment, gender-based violence, and other forms of sex-based discrimination, for students and staff while providing clear procedures for reporting, investigating, and resolving complaints to protect the rights of all individuals in the educational community.

### Application of the Policy

The complaint procedures described herein shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student or staff member, while in an education program or activity in which a HTH school exercises substantial control over the complainant and respondent, was subjected to one or more of the following forms of sexual harassment:

- A HTH employee conditioning the provision of a HTH aid, benefit, or service on the student's participation in unwelcome sexual conduct.
- Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to HTH's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking.

Sexual harassment complaints or allegations brought by or on behalf of students regarding sex-based harassment that do not rise to the level of Title IX shall be investigated and resolved in accordance with HTH's Uniform Complaint Policy and Procedures.

The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by HTH's Title IX Coordinator. Any complainant has the right to pursue a complaint under HTH's Uniform Complaint Policy and Procedures for any allegation that is dismissed or denied under HTH's Title IX Complaint Procedures.

### The Title IX Coordinator and other Title IX Officials

Dr. Colleen Green, Compliance Officer & Title IX Coordinator

1420 W. San Marcos Blvd.  
San Marcos, CA. 92078

Email: [cgreen@hightechhigh.org](mailto:cgreen@hightechhigh.org)

Phone: (760) 759-2705

Title IX Investigators: HTH Deans of Students or designee

Title IX Decision Makers: HTH Directors, Director of Human Resources, or designees

Title IX Appeals: HTH Chief Operations Officer or designee

#### Reporting Allegations/Filing a Formal Complaint

A staff member or a student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a printed [PDF](#) or [Google Document](#) formal complaint of sexual harassment to HTH's Title IX Coordinator or to any other available school employee, who shall promptly forward the report to the Title IX Coordinator within one school day of receiving the report.

If the Title IX Coordinator becomes aware of allegations of sexual harassment and a formal complaint has not yet been filed, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, email, using the printed form or digital form. or by any other method authorized by HTH. Attached hereto is a copy of the complaint form which may be used.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the 2020 Title IX regulations, including as part of HTH's obligation to not be deliberately indifferent, to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, Decision Maker, or a facilitator of an informal resolution process shall be trained in accordance with Title IX regulations and not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

## Grievance Process

To respect the privacy of all parties, complaints shall be handled with confidentiality to the fullest extent possible under the law; HTH will work to protect the privacy of individuals who have made a report or complaint, respondents, and witnesses except as may be permitted by the Federal Family Education Rights and Privacy Act ("FERPA"), required by other law, or necessary to carry out the Title IX grievance process.

If a formal complaint is filed and the complaint rises to the level of conduct that meets the definition and jurisdiction of Title IX Sexual Harassment under the 2020 Regulations, the grievance process begins.

The grievance process includes the following steps, which are covered in more detail below:

- Written Notice of Allegations
- Investigative Procedures
- Determination Regarding Responsibility

#### Written Notice in the Notice of Allegations

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with a written Notice of Allegations that includes the following:

- HTH's complaint process, including any informal resolution process.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.



- The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence in accordance with the law.
- Sufficient information available at the time to allow parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sexual harassment, and the date(s) and location(s) of the alleged incident(s).
- The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.
- A notice that Retaliation is strictly prohibited.
- Information about the Informal Resolution process.
- A statement that parties are entitled to an equal opportunity to inspect and review relevant, and not otherwise impermissible, evidence obtained as part of the investigation.
- A statement about supportive measures
- The notice shall also include the name of the investigator, facilitator of an informal process, and Decision Maker and shall inform the parties that if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

#### Investigation Procedures

After the Notice of Allegations are sent, the Investigation portion of the grievance process will commence. The Investigator will provide an equal opportunity for the parties to present relevant witnesses, including fact and expert witnesses, but not including character witnesses. The Investigator will objectively evaluate all relevant evidence, including inculpatory and exculpatory evidence, will determine credibility of witnesses and evidence, and will create an Investigative Report that fairly summarizes relevant evidence and will send the same copy of this report to both parties and their advisors.

During the investigation process, HTH's designated investigator shall:

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. Advisors are oftentimes but not required to be a student's parent. HTH is not required to pay for an advisor.
- Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although HTH may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.
- Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report.
- Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness.
- Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws. If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

After sending the investigative report to the parties and before reaching a determination regarding responsibility, HTH shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Both parties will have Ten (10) calendar days to inspect and review evidence related to allegations and provide, to the Investigator, a written response.

The Investigator will finalize the Investigative Report and will provide both parties with an additional Ten (10) calendar days to review the final report and provide written feedback to the Investigator.

#### Determination Regarding Responsibility

Upon completion of the Investigation and review of the Investigative Report, the Title IX Coordinator will provide the Investigator's Written Investigative Report to the HTH Decision Maker. The Decision Maker will review the report and any written responses. The Decision Maker may have questions to ask the Investigator about either the investigative process or facts as presented in the report. The Decision Maker will then provide both parties an opportunity of Three (3) days to ask questions from Complainant to the Respondent or Respondent's Witnesses AND Questions from the Respondent to the Complainant or Complainant's Witnesses. The Decision Maker will determine if these questions are relevant and sent to the parties or if they are not relevant and not sent to the parties.

The Decision Maker or designee determines responsibility for the alleged conduct. The Decision Maker shall not be the Title IX Coordinator or a person involved in the investigation of the matter.

The Decision Maker shall issue, and simultaneously provide to both parties, a written determination as to whether the respondent is responsible for the alleged conduct. The written decision shall be issued within 60 calendar days of the receipt of the complaint. This timeframe may be reasonably extended by HTH for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

In making this determination, the Decision Maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment under Title IX. The same standard of evidence shall be used for formal complaints against students as for complaints against employees.

The written determination shall include the following:

- Identification of the allegations potentially constituting sexual harassment as defined in this Policy.
- A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence.
- Findings of fact supporting the determination.
- Conclusions regarding the application of HTH's code of conduct or policies to the facts.
- A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions HTH imposes on the respondent, and whether remedies designed to restore or preserve equal access to HTH's educational program or activity will be provided by HTH to the complainant; and
- HTH's procedures and permissible bases for the complainant and respondent to appeal.

#### Supportive Measures

Upon receipt of a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the support measures implemented.

Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant and the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to HTH's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or HTH's educational environment or to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, restrictions on contact, increased security, and monitoring of certain areas of the campus. HTH shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair HTH's ability to provide the supportive measures.

#### Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, HTH may remove a student from HTH's education program or activity, provided that HTH conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Federal Acts, Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. If a HTH employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process.

#### Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint under Title IX for the following reasons:

- The alleged conduct would not constitute sexual harassment as defined in this policy, even if proved.
- The alleged conduct did not occur in HTH's education program or activity or did not occur against a person in the United States.

The Title IX Coordinator may dismiss a formal complaint if:

- The complainant notifies HTH in writing that the complainant would like to withdraw the complaint or any allegations in the complaint,
- The respondent is no longer enrolled or employed by HTH, or
- Sufficient circumstances prevent HTH from gathering evidence sufficient to reach a determination with regard to the complaint.

Upon dismissal, the Title IX Coordinator shall promptly, send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeal" below.

If a complaint is dismissed, the conduct may still be addressed by HTH's Uniform Complaint Policy And Procedures and/or any other applicable policies and procedures related to student or employee conduct.

#### Informal Resolution Process

When a formal complaint of sexual harassment is filed, HTH may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. HTH shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. HTH may facilitate an informal resolution process provided that HTH:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### Appeals

Either party may appeal HTH's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or Decision Maker(s) affected the outcome.

If an appeal is filed, HTH shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
2. Ensure that the Decision Maker(s) for the appeal is trained in accordance with this policy and is not the same Decision Maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
4. Issue a written determination describing the result of the appeal and the rationale for the result.
5. Provide the written decision simultaneously to both parties.

An appeal must be filed in writing within ten (10) calendar days of receiving the notice of the decision or dismissal stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within twenty (20) calendar days from the receipt of the appeal.

Following the appeal, HTH's final decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with HTH's Uniform Complaint Policy And Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct. The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining order, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

#### Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, HTH shall provide remedies to the respondent. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or non-punitive and need not avoid burdening the respondent.

#### Corrective/Disciplinary Actions

HTH shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion.

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law. When an employee is found to have committed sexual harassment or retaliation, HTH shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

#### Record-Keeping

The CEO or designee shall maintain for a period of seven years:

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results

therefrom.

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including HTH's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstance.
3. All materials used to train the Title IX Coordinator, investigator(s), Decision Maker(s), and any person who facilitates an informal resolution process. HTH shall make such training materials publicly available on its web site, or if HTH does not maintain a web site, available upon request by members of the public.

## D. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900 and are annually reviewed, outlined, and Board approved and updated in the Student and Parent Handbook.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

**Non-Discretionary Expellable Offenses. The following offense(s) represent grounds for mandatory suspension and mandatory recommendation for expulsion:**

1. Possession of, use of, sale of, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had prior written permission to possess the item from the HTH School Director or Dean. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

**Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:**

1. The causation of serious bodily injury to another, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.
2. Arranging, negotiating, selling, or distributing a controlled substance, as defined in Health and Safety Code Sections 11350, 11360, and 11377, including possession of a controlled substance with intent to sell or distribute.
3. The threat of physical injury to self, other individual(s), and/or the school community involving a weapon or dangerous object, including, but not limited to, threats of sexual assault or school-wide violence involving a weapon or dangerous object.
4. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, with a weapon or dangerous object.
5. Sexual assault, including aiding or abetting in the same.
6. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
7. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco or nicotine, alcohol, drugs, other controlled substances as defined in Health and Safety Code Sections 11350, 11377 and 11377.5, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
8. Possession of, or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
9. The causation or attempted causation of physical injury to another, or one's self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.
10. The threat of physical injury to self, other individual(s), and/or the school community, including, but not limited to, threats of sexual assault, or school-wide violence.
11. Disruption and/or defiance, including, but not limited to, disruption of school activities and/or willful defiance of the authority of school personnel. Except HTH practice and policy in relation to student discipline for willful defiance is limited as follows:
  - o HTH will not expel students in grades Kindergarten and 1-12, inclusive, for disruption and/or defiance.
  - o HTH will not suspend students in grades Kindergarten and 1-8, inclusive, for disruption and/or defiance.
12. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.

13. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
14. Extortion.
15. Sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
16. Threatening, harassing, bullying, intimidating, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying" as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or HTH personnel.
17. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
18. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
19. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
20. Violations of HTH community standards and conduct policies as articulated throughout this Handbook.
21. Hazing or attempted hazing. "Hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
22. Encouraging, aiding, or abetting in the physical harm of another.

A student may subject to discipline for prohibited misconduct occurring (a) while on school grounds; (b) while going to or from school; (c) during the lunch period, whether on or off campus; (d) during, or while going to or from, a school sponsored activity; and, (e) during non-school time and while off campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school.

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.



## E. Staff Notification of Dangerous Students

### 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.



## F. School Discipline

### Overview of Disciplinary Actions

Other means of correction may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

- Restorative practice/conversation/meeting
- Verbal and/or written warning to the student
- Loss of privileges or removal from extra-curricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her/their behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Dean of Students, School Director or designee
- Academic Consequences
- Denial of readmission
- Collaborative problem solving, restorative practices, positive behavior supports, and other means of correction that the school may determine appropriate

#### Discipline actions include:

- Suspension
- Expulsion
- Involuntarily removal from HTH, which means disenrollment, dismissal, transfer, or termination

A student may subject to discipline for prohibited misconduct occurring (a) while on school grounds; (b) while going to or from school; (c) during the lunch period, whether on or off campus; (d) during, or while going to or from, a school sponsored activity; and, (e) during non-school time and while off campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school.

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.

### Authority to Impose Discipline

The School Director, Dean, or designee may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities.

The School Director, Dean, or designee may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The School Director, Dean, or designee has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including expulsion, is warranted; or, (2) Companion to setting an expulsion hearing. The School Director, Dean, or designee has the discretion to determine which form of suspension may be imposed.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force

that is reasonable and necessary to protect the employee, students, staff, or other person or to prevent the damage to school property.

As referenced herein, “days” refers to calendar days unless otherwise specified.

An “education rights holder” is an individual legally authorized to make educational decisions regarding the student. A student’s educational rights holder may be his/her/their biological parent(s), legal guardian(s), responsible adult who is appointed by the court, educational surrogate appointed by HTH, or caregiver.

### **Notification to Students and Parents**

Education Code 35291:

- Parents and students shall be notified of High Tech High school rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter through the Parent and Student Handbook.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, central office staff, students, and parents.

## G. Dress Code

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/guardians 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.

# V. Routine and Emergency Disaster Procedures: Drills

## The Basic Plan

The Basic Plan addresses the High Tech High Chula Vista Campus's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts with the Central Office staff and the County of San Diego and City of Chula Vista in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing \$district\_name\$ clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

## Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

## Authorities and References - State of California

- California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
  - The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.
- California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

- States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.
- California Emergency Plan
  - Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.



# A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

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

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

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.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

If evacuation occurs, students are to remain with their teacher in the evacuation area. Teachers shall take their emergency back packs, take attendance once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

## **Outdoors: DUCK, COVER, HOLD**

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

## **In a Vehicle:**

- Slow down and drive to a clear place.
- 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.
- Turn off ignition and set the parking brake.
- 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.*

## B. Fire Drills

### **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:
2. Fire alarm is pulled immediately
3. Clearly direct your students' evacuation
4. Designate a student with notifying an adult
5. THEN use an extinguisher
6. Notify the Fire Department
7. If you're not supervising students and judge the fire can be extinguished – be sure to:
8. Pull a fire alarm to begin the building evacuation
9. THEN use an extinguisher
10. 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.

## C. Active Shooter/Lockdown Drills

High Tech High practices annual Violent Critical Incident ("VCI") trainings with staff, twice per year. One full training takes place in the Fall. A second training occurs in January. Ongoing situational-awareness training occurs throughout the year. All High Tech High Deans of Students are trained ALICE trainers and provide ALICE-certified training to staff.

High Tech High does not practice lockdown drills with students using scenarios of Violent Critical Incidents. Instead, High Tech High schools engage in age-appropriate safety and evacuation drills and conversations with students at all schools at various times through the year.

In preparation for VCIs, HTH has adopted the standardized language and processes developed by the San Diego County Police Chiefs' and Sheriff's Association and SDCOE:

**ACTIVE THREAT** is initiated to prevent intruders from entering occupied areas of the building. This means there is an active threat on campus or in the building. Procedure includes options based response: Alert, Inform, then Evacuate, Lockdown, or Counter.

**SECURE CAMPUS** is implemented as a precautionary measure when there is danger in **the surrounding community or a bomb threat** is made against the school. **SECURE CAMPUS** requires that students and staff remain inside with exterior doors locked. Instruction and/or activity in the building may continue in classrooms.

**SHELTER IN PLACE** is used when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants (gas leaks, chemical releases, hazardous spill, etc.). For **SHELTER IN PLACE**, windows, doors, and ventilation systems should remain closed. Instruction and/or activity in the building may continue in classrooms.

## D. Procedures to ensure safety of Students, Staff and Parents while going To and From School

HTHCV campus is a commuter public charter “school of choice” that 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 the school website.
- MTS Pronto Passes (for eligible students). For more information, please contact your school Director and/or Dean.

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 Pronto 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.

## E. 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 Rescue Department- Station 7: 1640 Santa Venetia, Chula Vista, CA 91913 - (619) 691-5151 (2.4 mi.)

### **The closest San Diego Police Department to campus station is:**

- Chula Vista Police Department- 201 Fourth Avenue, Chula Vista, CA 91915 - (619) 691-5151 (1.3 miles)

### **The closest hospital to campus is:**

- Scripps Coastal Medical Center Eastlake, 971 Lane Ave, Chula Vista, CA 91914 - (619) 502-7300 (3.1 miles)

# F. 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.

## Framework for Inclusive Safety Planning

Support Category	Definition	Examples of Need	Examples of Accommodation
Transportation & Mobility	Accommodations necessary to support an individual's movement to safety, alternative location, or protective position during and after a crisis.	Individuals in wheelchairs (manual and electric), with crutches, requiring lift and/or stair equipment, medically fragile individuals, pregnant individuals, etc. Emotional, Mental & Behavioral Health Accommodations,	<ul style="list-style-type: none"><li>• Procurement of relevant adaptive equipment and/or vehicles to facilitate safe transport (wheelchairs, sleds, stair chairs, etc.)</li><li>• Staff training with adaptive equipment</li><li>• Training and introduction opportunities for emergency responders and individuals</li><li>• Additional practice opportunities for individual, assigned support staff, and emergency responders</li></ul>

<p>Emotional, Mental, &amp; Behavioral Health</p>	<p>Accommodations, personnel, procedures, services, or specialized preparation required to ensure an individual's emotional well-being and/or behavioral health during a crisis.</p>	<p>Individuals with ADHD, sensory disorders, anxiety, emotional challenges, trauma history, PTSD, cognitive or intellectual impairment, etc.</p>	<ul style="list-style-type: none"> <li>• Prior preparation, instruction, and practice opportunities for required emergency procedures and activities (See companion Especially Safe Teaching &amp; Training Guide)</li> <li>• Identification and practice of calming/regulation strategies</li> <li>• Designated quiet spaces or separate locations for individual during emergency procedures such as lockdown, reunification, etc.</li> <li>• Cueing mechanisms, tools, or strategies to facilitate appropriate response/ reduce stress when practicing/enacting emergency procedures</li> <li>• Comfort items (such as books, headphones, fidgets, quiet toys, etc.)</li> <li>• Staff training to support individual before, during, and after emergency practice and crisis situations</li> </ul>
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Auxiliary Communication	Accommodations, personnel, equipment, and or specialized training required to assist an individual to receive, understand, and relay information during a crisis.	Individuals with speech or cognitive disabilities and impairments, visual impairment/ blindness, deaf/hard of hearing, etc., individuals who speak a language other than English.	<ul style="list-style-type: none"> <li>• Translation of emergency information via digital, auditory, pictorial, or braille signage.</li> <li>• Use of lighted or vibrating alert systems</li> <li>• Augmentative communication device/technology</li> <li>• Signage and directions provided in individual's first language</li> <li>• Translators for individual and family members</li> <li>• Staff training in alternate/augmentative communication</li> </ul>
Medical Health	Medicine, medical care, specialized training, equipment, or medical protocols required to ensure an individual's safety during a crisis.	Individuals with medical conditions such as asthma, allergies, diabetes, medical fragility, seizure disorders, traumatic brain injury, physical injury or impairment, etc.	<ul style="list-style-type: none"> <li>• Personal Go-Kit located on or near individual</li> <li>• Staff training for administration of medication, first aid, care, and monitoring of individual's medical condition</li> <li>• Staff training with required medical equipment or protocols for individual</li> <li>• Toileting accommodations/accessible restrooms</li> </ul>



Security & Supervision	Additional equipment, training, protocols, and personnel required to maintain accountability and security of an individual during and after a crisis.	Individuals for whom traditional lockdown presents a physical, sensory, or emotional challenge, those who cannot remain quiet or stationary, individuals who are known to elope (run away) or initiate self-evacuation in a crisis, etc.	<ul style="list-style-type: none"> <li>• Designation of multiple, specific, securable locations for lockdown (lockable from the inside with ADA/fire code compliant hardware) and shelter-in-place</li> <li>• Door open alarms, location monitoring devices for individuals who may elope/wander</li> <li>• Training for designated staff/personnel assigned to individuals at risk of elopement/wandering or with difficulty enacting lockdown</li> <li>• Use of service animals to deter and detect wandering</li> <li>• Designated quiet spaces or separate locations for individual during emergency procedures such as lockdown, reunification, etc.</li> <li>• Additional practice opportunities for individual and assigned staff.</li> </ul>
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## Individual Safety Plan

Date:\_\_\_\_\_ Date of Next Review:\_\_\_\_\_

Individual:\_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Planning Team Members

\_\_\_\_\_

\_\_\_\_\_

Individual Information:

Individualized Education Plan: ☐ Yes ☐ No Section 504 Plan: ☐ Yes ☐ No

Primary language other than English: ☐ Yes ☐ No

If yes, indicate what:\_\_\_\_\_

Identified specialized educational needs:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identified specialized medical conditions, impairments, injuries, and/or needs:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which emergency protocols and hazards require consideration for this ISP? Check all that apply:

☐ Earthquake ☐ Shelter-in-place ☐ Wildfire

☐ Fire ☐ Evacuation / Return to Building ☐ Reunification

☐ Severe wind & weather ☐ Lockdown ☐ Other:

Support Category	Equipment and/or Supports	Personnel, Service Animal, Peer Support	Training
Transportation & Mobility			
Emotional, Mental, & Behavioral Health			
Auxiliary Communication			
Medical Health			
Security & Supervision			

Support Category	Action Items	Person(s) Responsible
Transportation & Mobility		
Emotional, Mental, & Behavioral Health		

Auxiliary Communication		
Medical Health		
Security & Supervision		

# VI. Routine and Emergency Disaster Procedures: Overview

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.**

- Duck, Cover, Hold On drill at least once each school quarter in elementary schools and at least once a semester in middle and high schools.

Emergency officers from the San Diego County Sheriff's Department as well as the Chula Vista 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].*

# A. Definition: Incidents, Emergencies, Disasters

## Incident

- An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.
- Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".
- Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

## Emergency

- The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.
- Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.
- Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:
  - State of War Emergency
  - State of Emergency
  - State of Local Emergency

## Disaster

- A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.
- Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

## B. Levels of Response

The following Response Levels are commonly used in San Diego County to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School and Central Office Staff. Response Levels are closely tied to Emergency Proclamations issued by the head of local government. High Tech High includes these references to align with county emergency structures should a county-wide emergency occur.

### **Response Level 0 - Readiness & Routine Phase**

On-going routine response by the School to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

### **Response Level 3 - Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Action Plan and interact with public agencies.

### **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with HTH Central Office, San Marcos School District, and San Diego County Office of Education to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

### **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the HTH School Board can declare the same.

# C. District and Parent Responsibilities

## DISTRICT RESPONSIBILITY

If the HTH CEO, school site director, or designee declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE CEO, SCHOOL DIRECTOR, OR DESIGNEE DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PERSONNEL UNTIL DISMISSED BY THE DIRECTOR.

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

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

## PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Release Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents and legal guardians should all be signed up to receive emergency communications from the school to include: emails, voice calls, and text message notifications.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.