

HIGH TECH HIGH
CHULA VISTA CAMPUS
COMPREHENSIVE SCHOOL SAFETY PLAN

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March 1, 2026 – March 1, 2027

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Dr. Diana Cornejo-Sánchez, Interim CEO Board Approved

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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

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
Site Manager: Dulce Encinas

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 were required to adopt a Comprehensive School Safety Plan by March 1, 2000, and are required 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.

Mandated Policies and Procedures

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

- Comprehensive School Safety Plans under EC Section 32282(a), SB 719 & AB 115 are required to contain the following elements:
- Assessment of the current status of all crime impacting the school community, including school crime or crimes at school-related functions.
- Suicide Prevention Policy
- Child abuse and neglect reporting procedures.
- Professional Staff-Student Interaction policy
- Compliance with EC Section 44237 requirements for employee fingerprinting in advance of employment.
- 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.
- Incident Command System
- 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 or 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 as well as Safe Place to Learn Act, Bullying and Cyberbullying, Title IX policy, and Hate Crime reporting procedures
- 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.
- Record keeping requirements
- 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 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 (“SARC”).

Implementation of 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.

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 San Marcos.

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.

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
- San Diego Fire Department Representative

Update of Changes

Change	Date	Summary of Changes

Assessment of Current School Crime Data and Site Response

HTeCV, HTMCV and HTHCV conduct an ongoing and an annual review of school crime and safety-related data in accordance with Education Code § 32282. In alignment with Education Code amendments, High Tech High schools annual safety assessment considers all crime and safety risks impacting the campus community, including school-related activities and interactions involving students, staff, volunteers, and visitors. Data sources include discipline records, incident reports, supervision logs, staff observations student and staff climate feedback, Title IX or harassment trends, and any relevant reports involving law enforcement or other outside agencies where applicable. The purpose of this broader assessment is not solely to track student misconduct, but to identify patterns that inform prevention strategies, supervision practices, and the protection of students from harm.

School leadership monitors incident data throughout the year to identify emerging trends and adjusts supervision and supports as needed. Findings from this assessment are incorporated into ongoing school safety planning and annual updates to the Comprehensive School Safety Plan

HTeCV

The review indicates that the majority of incidents at the elementary level involve low-level behavioral concerns, such as peer conflict, inappropriate physical contact, or verbal disputes. There is no pattern of serious violent crime on campus. Incidents are most commonly observed during unstructured times, including recess, lunch, and transitions between instructional periods.

Overall, the current school crime data reflects a generally safe campus environment, with identified needs related to supervision, conflict resolution skills, and student social development.

In response to the assessment of current school crime data, the school has implemented the following site-based strategies:

- Increased adult supervision during identified high-traffic and high-risk times and locations
- Clear supervision assignments and duty schedules for recess, lunch, and dismissal that are shared regularly and modified for rain days
- Explicit instruction and reinforcement of behavioral expectations and conflict-resolution skills
- Social-emotional learning supports integrated into classroom instruction
- Use of restorative and developmentally appropriate responses to address student behavior
- Ongoing staff training related to student supervision, safety awareness, and mandated reporting responsibilities

HTMCV

The review of current data shows that incidents most frequently involve peer conflict, harassment, bullying, and behavioral disruptions. Data analysis indicates that incidents are more likely to occur during unstructured or transitional periods, including before school time, lunch, passing periods, and dismissal. There is no evidence of pervasive violent crime; however, trends reflect the developmental needs of adolescents related to peer interaction and impulse control.

Based on the data reviewed, the school identifies moderate risk areas associated with supervision and student interactions rather than criminal activity.

In direct response to the identified data trends, the school has implemented the following measures:

- Targeted supervision during identified times and locations
- Clear behavioral expectations communicated to students and families
- Anti-bullying and harassment prevention education
- Restorative practices to address conflict and repair harm
- Counseling and mental health supports for students exhibiting repeated or escalated behavior
- Staff training on de-escalation, supervision, and early intervention strategies

HTHCV

Analysis of the data indicates that most incidents involve interpersonal conflict, harassment, or behavioral concerns rather than serious criminal conduct. There have been incidents of vaping, but that has not been seen to be a pervasive problem on campus or at school events. There is no indication of ongoing violent crime trends; however, the data highlights the importance of student support and proactive intervention.

Overall, the assessment reflects a generally safe campus with identified areas for targeted prevention and supervision.

In response to the assessment, the school has implemented the following site-level actions:

- Clear campus access and visitor management procedures
- Threat assessment and reporting protocols aligned with best practices
- Student education related to harassment prevention, substance use, and overall campus safety
- Access to counseling, mental health, and support services
- Staff training in supervision, threat recognition, and reporting obligations

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).

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.

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.

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.

Considered 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.

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

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.

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 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.).

Supervision and Protection of Students from Abuse, Neglect, and Sex Offenses

Pursuant to SB 848 HTH also maintains procedures designed to ensure the supervision and protection of students during all instructional and school-sponsored activities, in order to prevent and address child abuse, neglect, and sex offenses.

These procedures include:

1. Staff Supervision Responsibilities

School employees and volunteers are assigned clear supervision duties during instructional time, transitions, recess, before- and after-school activities, and school-sponsored events. Supervision assignments are documented and reviewed regularly.

2. Mandated Reporter Compliance

All employees and designated volunteers are mandated reporters and receive annual training in accordance with the California Child Abuse and Neglect Reporting Act (Penal Code § 11164 et seq.). Reports of suspected abuse or neglect are made immediately in accordance with law.

3. Employee Conduct and Boundaries

Staff are required to maintain professional boundaries with students at all times. One-on-one interactions occur only in observable, interruptible settings unless otherwise required for safety or instructional purposes.

- a. High Tech High campuses are intentionally designed to support visible, collaborative learning environments that reduce isolation risks. Staff are expected to utilize observable and interruptible spaces whenever feasible, maintain awareness during flexible learning activities, and follow supervision expectations during off-campus or community-based learning experiences. These safeguards reflect a prevention-focused approach to student protection consistent with California Education Code.

4. Visitor and Volunteer Oversight

The School enforces visitor sign-in procedures and volunteer clearance requirements to ensure student safety during the school day and at school-sponsored activities.

5. Student Safety and Reporting Mechanisms

Students are provided age-appropriate instruction on personal safety and are informed of trusted adults and reporting options available if they feel unsafe or experience inappropriate conduct.

6. Response Procedures

Allegations or concerns involving student safety, abuse, neglect, or sexual misconduct are promptly reviewed and addressed in coordination with appropriate agencies, consistent with student privacy laws and employee due process rights.

7. Training and Review

These procedures are reviewed annually and updated as needed to reflect changes in law, best practices, and school operations.

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.

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*

Staff Training

All High Tech High Staff, required volunteers, contractors, and Board Members, take annual, mandatory Mandated Reporter Training as required under AB 1432 - California School Personnel Mandated Reporter Training.

The annual required 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

Student Mental Wellbeing, Safety and Suicide Prevention, Intervention and Postvention Policy

(Education Code § 32283.1)

HTH has adopted a comprehensive Suicide Prevention, Intervention, and Postvention Policy applicable to grades K–12. This policy includes staff training on suicide awareness and response, student instruction in age-appropriate mental health education, and postvention protocols following a suicide-related incident. Staff training occurs annually, and student instruction is embedded within the instructional program. The policy is reviewed annually and updated as required.

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

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

A. Oversight and General Responsibility for Implementation

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

- The HTH Director of Student Services and HTH Director of Special Education who shall co-lead the work.
- The HTH Associate Director(s) of Special Education who shall assist in leading the work.
- The HTH School Psychologists and HTH Deans of Schools to serve as the suicide prevention points of contact for the HTH Schools. (Collectively the "Implementation Team").

This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

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

A. Staff Development

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

The Implementation Team shall work to create and provide appropriate professional development opportunities for HTH staff members that are in observance of Section 215, including addressing the needs of *at-risk** students, such as youth bereaved by suicide; youth with disabilities, youth experiencing mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; youth from historically marginalized racial and ethnic communities, and lesbian, gay, bisexual, transgender, or questioning youth. Training materials shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services, and strategies to destigmatize reaching out for help.

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

B. Employee Qualifications and Scope of Services

HTH employees shall act within the authorization and scope of their credential or license. This policy is not meant to impose responsibilities on HTH employees that are outside the scope of their expertise and/or credential or license. Instead, the intent of this policy is to clearly state HTH's commitment to support student well-being, and, more specifically, to provide a general directive to the HTH schools to develop and implement guidelines that may enable school professionals to assist in the identification of suicide risk factors and warning signs, in order to assist in the prevention of immediate risk of suicidal behaviors. While HTH can provide suicide screenings, it is important to note that clinical identification of mental health

disorders often associated with suicidal behavior(s) and/or clinical treatment of suicidal ideation are beyond the scope of services offered in the school setting.

Prevention

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

All school Deans and School Psychologists are trained on the [Columbia Suicide Severity Rating Scale](#) (CSSR-S) screening tool to identify students at risk of suicide and/or suicidal ideations.

Staff at each campus has access to trainings with San Diego County Office of Education on Suicide Prevention and Intervention at schools.

Deans and School Psychologists across each campus have access to regular Mental Health First Aid training.

School psychologists across each campus provide annual staff training on mental health awareness and suicide prevention and intervention which includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention.

Staff training is reviewed and adjusted annually based on previous professional development, emerging needs, and updates to best practices.

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

HTH schools have access to materials to set up “calming corners” to support student mental health and wellness on campus. HTH schools hold mental health and wellness fairs to support destigmatizing mental health needs and connect students, parents, and teachers with school and community mental health and wellness resources.

HTH schools will be implementing a peer-to-peer on-campus suicide prevention and support program called Sources of Strength beginning in the Fall of 2023.

HTH schools will share regularly resources with students and families through SDCOE workshops and trainings

HTH schools will share resources regularly to students, including resources such as:

- [American Foundation for Suicide Prevention \(Resources\)](#)
- [Mental Health America](#)
- [National Suicide Prevention Lifeline](#)
- [The Society for the Prevention of Teen Suicide](#)
- [The Trevor Project](#)
- [Crisis Text Line](#)
- National Association for School Psychology (Suicide Prevention Resources)
- [Save a Friend](#)
- [Preventing Youth Suicide](#)
- San Diego County of Education COPES (Suicide Prevention Resources)
- [211 San Diego](#)
- [Mental Health America of San Diego County](#)
- [National Council for Behavioral Health](#)
- [San Diego County Behavioral Health Services](#)
- [#BeThe1To](#)

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

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

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

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

Examples of people-first language, include:

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

Tips for Safe and Effective Messaging on Suicide Prevention:

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

The following are suggested resources to include:

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

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

Intervention

General suicide intervention guidelines for schools:

School Deans and School Psychologists use the [Columbia Suicide Severity Rating Scale](#) (CSSR-S) screening tool to detect students contemplating death by suicide.

When a student is identified as at-risk for moderate or high level of severity, key staff supervise the student and then may:

- As needed implement the Intervention and Emergency Procedures (*see below*)
- Assess the severity
- Notify the student's parent and/or guardian
- Refer for community services (e.g., emergency screening units, mental health, mobile crisis response, law enforcement, child protective services, etc.)
- Provide follow-up at school

Intervention and Emergency Procedures

Implementation Team: As noted above, in conjunction with the School Directors, Deans, School Psychologists, and other stakeholders, the Implementation Team shall be responsible for developing the appropriate internal, operational protocols, and guidelines related to Section 215, including suicide intervention and emergency procedures ("Suicide Response Guidelines").

Such Suicide Response Guidelines shall observe and include the below-noted general terms.

Implementation Team Lead Role: The Implementation Team Lead should be contacted in all cases involving suspicion or knowledge of a student's suicidal intentions. The Implementation Team Lead shall be assigned to School Director, School Psychologist, or other designee.

The Implementation Team Lead, or designee, shall assist staff members in enlisting the help of the School Psychologist(s).

In addition, The Implementation Team Lead, or designee, shall take appropriate next steps including notifying the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow an initial assessment to ensure that the student is not endangered by parental notification.

The Implementation Team Lead, or designee, shall also refer the student to mental health resources available at school (if applicable) and/or in the community.

Identification and Emergency Response Contacts: Until the CEO and/or his/her designee determines otherwise in his/her discretion, the following administrators shall act as the emergency response points of contact in relation to staff questions regarding the identification of suicide risk factors and warning signs, the prevention of immediate risk of suicidal behavior, and other related inquiries arising in the course of work with students:

- School Directors and Deans
- School Psychologists

The above-noted individuals are collectively referred to herein as the "Emergency Response Contacts".

If a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly seek assistance and guidance by notifying someone from the Emergency Response Contacts list noted above.

General Guidelines:

While the Implementation Team shall be responsible for developing Suicide Response Guidelines related to Section 215, the following general terms should be incorporated into the Suicide Response Guidelines developed by the Implementation Team unless, in conjunction with the School Directors and Officers, it is determined that modifications to the following should be made, in which case the CEO shall have final approval over any such modification:

- Supporting Students in the Community in Relation to a Mental Health Crisis:
- Students shall be encouraged to confer with a trusted adult (e.g., teacher, School Director, Dean, psychologist, etc.) when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
- School staff shall follow the appropriate protocols noted in the Suicide Response Guidelines in responding to any such communications from students.
- School staff shall have general knowledge on how to support most at-risk individuals, such as youth bereaved by suicide; youth with disabilities, youth experiencing mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; youth from historically marginalized racial and ethnic communities, and lesbian, gay, bisexual, transgender, or questioning youth.
- School staff shall have general knowledge in supporting all students in knowing where and how to get the appropriate help despite intersectionality and environmental factors.

Emergencies

When a student is in imminent danger staff should call 911.

On-Campus, or school-related event, Threat or Attempt: When a suicide attempt or threat is reported on campus or at a school-related activity, in conjunction with and supported by the Emergency Response Contact(s), staff members present should follow the crisis intervention procedures and suicide response guidelines contained in the Comprehensive School Safety Plan school safety plan including:

Safety:

- Make efforts to ensure the student's physical safety and privacy.
- Move all other students out of immediate area/proximity
- Do NOT leave the student unattended at any time
- Provide comfort to the student where possible
- Contact Emergency Services: Assess which level authorities or external service providers should be contacted (eg. Psychiatric Emergency Response Team (“PERT”) vs. 911 vs. Mobile Crisis Response Team (“MCRT”).
- When calling 911, give as much information as possible, including prior attempts, current attempt, medications, access to weapons, learning profile factors, etc.
- Off-campus, non-school related threat or attempt: in the event a suicide is attempted or occurs off campus and unrelated to school activities, the Implementation Team Lead or designee shall follow the steps outlined in the Suicide Response Guidelines.

Implementation Team Suicide Response Guidelines

Emergency Response Contact: Enlist the support of colleagues on the Emergency Response Contacts list as soon as possible.

Parent Contact: Discussion with the School Director so as to allow him/her to contact the parent/guardian and student and, where appropriate, to provide referrals to appropriate services as needed.

Incident Report: Document the incident in writing as soon as feasible.

Confirmation of Treatment: After a referral is made, the school shall verify with the parent/guardian that the follow up treatment has been accessed.

Support for School Community: Provide access to school psychologists and/or counselors or other relevant personnel to provide appropriate support to students and staff who are directly or indirectly involved with the incident.

Debrief and Assessment: Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

School Community Information: After consultation with the CEO, COO/General Counsel, the School Director and/or his/her designee, and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Director and/or his/her designee may determine that it is appropriate and warranted to provide a general overview and information to the student community, parents/guardians, and staff about the emergency situation.

The School Director shall work with the CEO supported by the COO/General Counsel, to determine appropriate steps in this regard. In conjunction with any such discussion, the school may offer opportunities for counseling, and/or referrals to community agencies as needed and in accordance with services and supports available to HTH schools.

School staff may receive assistance from school psychologists in determining how best to discuss the suicide or attempted suicide with students. Counsel, the School Director and/or his/her designee, and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Director and/or his/her designee may determine that it is appropriate and warranted to provide a general overview and information to the student community, parents/guardians, and staff about the emergency situation.

The School Director shall work with the CEO supported by the COO/General Counsel, to determine appropriate steps in this regard. In conjunction with any such discussion, the school may offer opportunities for counseling, and/or referrals to community agencies as needed and in accordance with services and supports available to HTH schools. School staff may receive assistance from school psychologists in determining how best to discuss the suicide or attempted suicide with students.

Postvention

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

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

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

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

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

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

When a student has experienced a mental health crisis, it is crucial that careful steps are taken to help provide continued, ongoing mental health support for the student and monitor their actions for any signs of suicidal behaviors. High Tech High has determined the following steps be implemented by the Implementation Team lead and/or the classroom teacher after a mental health crisis:

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

If an escalation in mental health needs arises:

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

Student re-entry to school after a suicide attempt

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

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

- The School or LEA-based mental health professionals shall work with parents / guardians / caregivers / families to involve the student in an aftercare plan.
- The School, LEA-based mental health professional, or LEA administrator shall obtain a written release of information signed by parents / guardians / caregivers / families and providers to support continuity of care between school-based and community-based providers.
- The School or LEA-based mental health professionals shall confer with the student and parents / guardians / caregivers / families any reasonable requests related to school-based resources and supports.
- The School or LEA-based mental health professionals shall confer with the student and parents / guardians / caregivers / families to develop a safety plan.
- The School or LEA-based mental health professionals shall inform the student's teachers about possible days of absences and strategies to support student's reentry to the classroom.
- Teachers and LEA administrators shall allow reasonable accommodations for the student to make up any missed work (understanding that missed assignments may add stress to the student).
- LEA-based mental health professionals or trusted staff members shall maintain ongoing contact with the student to monitor student's overall wellbeing (e.g. behaviors, actions, mood, etc.).
- The School or LEA-based mental health professionals shall provide parents / guardians / caregivers / families local emergency numbers for after school and weekend emergency contacts.

Responding after a suicide death

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

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

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

Immigration Enforcement on Campus

(AB 49 Compliance)

Pursuant to California Education Code sections 234.7, 48985.5, and 49073.6 (AB 49), High Tech High (“HTH”) schools affirm its commitment to providing a safe, inclusive, accessible and nondiscriminatory educational environment for all students, regardless of actual or perceived immigration status. These procedures are intended to ensure compliance with California state law, which limits the extent to which schools may assist with immigration enforcement activities on school campuses while, importantly, ensuring student safety, protecting student and family rights, and minimizing disruption to the educational environment.

This section is aligned with the California Attorney General’s Model Policies for Immigration Enforcement on School Campuses and shall be implemented in conjunction with all other school safety, supervision, and emergency response procedures contained in this Comprehensive School Safety Plan.

Limitations on Immigration Enforcement Access

School administrators and staff shall not allow an officer or employee of an agency conducting immigration enforcement to enter any nonpublic area of a school site for any purpose unless the officer presents one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order

Administrative warrants, ICE detainers, or other nonjudicial documents do not authorize access to nonpublic school areas.

Nonpublic areas include, but are not limited to:

- Classrooms
- Main lobbies and hallways of the school
- Offices not open to the general public
- Staff workrooms
- Student counseling or teacher offices
- Playgrounds during instructional time
- Areas restricted to students or staff

Staff Training Requirements

All school administrators, front office staff, central school staff, facilities staff, and other designated staff shall receive annual training on:

- Rights of students and families under AB 49
- Procedures for responding to immigration enforcement requests
- Distinctions between public and nonpublic school areas
- Confidentiality of student records (Personally Identifiable Information “PII”) under FERPA and state law
- Appropriate communication and de-escalation practices
- Trauma-informed practices when supporting students impacted by immigration-related stress

New employees shall receive this training as part of onboarding. Training records shall be maintained by the school administration at each site and by the HTH Compliance Officer.

I. Response to Immigration Enforcement Requests

A. Initial Contact

If any immigration enforcement officer (including but not limited to ICE or CBP) requests access to a school site, student information, or a student, staff shall:

- 1. Remain calm and professional**
- 2. Immediate Referral**

Staff shall immediately refer the individual to the School Director or designee. No staff member shall independently grant access or provide information.

3. **Verification of Documentation**

The School Director or designee shall review any documentation presented to determine whether it constitutes a valid judicial warrant, subpoena, or court order.

4. **Legal Consultation**

The School Director shall consult with legal counsel and/or the CEO prior to taking any action related to immigration enforcement requests.

5. **Limited Cooperation**

HTH shall limit assistance with immigration enforcement to the fullest extent permitted by law.

No school staff member shall provide access, information, or assistance prior to legal review and authorization.

B. Access to Campus

- Immigration enforcement officers shall not be permitted access to nonpublic areas of the campus without a judicial warrant signed by a judge.
- Administrative warrants, subpoenas, or ICE forms do not authorize access to nonpublic school areas.
- If officers remain in a public area, staff shall ensure students are supervised and shielded from interaction to the extent practicable.

C. Student Records and Information

HTH shall not disclose student records or personally identifiable information (“PII”) related to students or families for immigration enforcement purposes except as required by law. All student records are protected under FERPA and applicable California privacy laws.

- The school shall not release student records or PII without:
 - A valid judicial order, subpoena, or warrant, and
 - Review and approval by legal counsel
- Parents/guardians shall be notified prior to release of student information, whenever possible, or within 24 hours, unless prohibited by law or court order.
- All notifications shall be provided in a language the parent/guardian understands, when feasible.

D. Documentation and Recordkeeping

The school shall maintain a log of all immigration enforcement requests, including:

- Date and time of request
- Agency and officer name
- Type of request (access, records, student contact)
- Documentation presented
- Actions taken

These records shall be retained in accordance with applicable record retention laws.

II. Student Supervision and Protection

In accordance with Education Code section 32282 the school shall ensure that:

- Students remain under appropriate supervision at all times
- Instructional time is protected from disruption
- Students are not questioned or detained by immigration enforcement on campus without proper legal authority
- In any case where proper legal authority is presented, the school shall notify the student’s parents or guardians immediately if a law enforcement officer requests or gains access to a student for immigration enforcement purposes, unless a judicial warrant or court order restricts that disclosure.

School staff shall take reasonable steps to protect students’ physical and emotional safety during any immigration-related incident.

A. Connection to Broader [HTH Safe Zone Supports](#)

HTH’s Safe Zone commitments extend beyond legal compliance to include the following supportive structures, which also serve the CSSP’s goals related to student well-being and community stability:

a. Inclusive Climate and Non-Discrimination

HTH reinforces that every student is protected from discrimination and harm based on immigration status, race, religion, gender identity, sexual orientation, and other protected traits. This inclusive culture underpins safety planning and positive school climate while strengthening student engagement and belonging. ([High Tech High](#))

b. Student Privacy Protections

HTH does not collect data related to citizenship or immigration status, does not require Social Security numbers for enrollment, and honors student privacy consistent with FERPA and applicable California law. ([High Tech High](#))

c. Emergency Preparedness & Family Support

Families are encouraged to keep emergency contact and Family Preparedness Plan information updated (e.g., designation of trusted caregivers) to ensure continuity of care for students if parental absence occurs due to detention or deportation. ([High Tech High](#))

d. Mental Health & Trauma-Informed Supports

Recognizing the increased anxiety associated with immigration enforcement activity, HTH's Safe Zone resources include access to mental health staff, trauma-informed care, and referral to community resources to support emotional well-being—important components of the CSSP's safety goals.

III. Post-Incident

Operational Response

A. Operational Response Protocol

The operational response when immigration enforcement attempts to access campus is integrated into the broader emergency and safety protocols already detailed in this CSSP. Key procedural links include:

- Immediate reporting and escalation to site leadership and legal counsel (see above (I)(A))l.
- Verification procedures for warrants and referrals.
- Communication protocols for notifying school community stakeholders (see Appendix A).
- Respect for confidentiality and clear delineation of student record protections.

These procedures support the overarching HTH Safe Zone culture that prioritizes student safety, dignity, and uninterrupted educational access.

B. Student and Family Support

If an immigration enforcement action impacts a student or family during the school day, the school shall:

- Provide age-appropriate emotional support and counseling resources
- Coordinate with school counselors, mental health providers, or student support teams
- Offer referrals to community-based or legal support organizations, as appropriate

IV. Annual Review and Plan Integration

These procedures shall be:

- Reviewed annually as part of the Comprehensive School Safety Plan review process
- Updated as necessary to reflect changes in law or guidance
- Approved by the governing board in conjunction with CSSP adoption

This section shall be read and implemented in coordination with the school's Non-Discrimination Policy, Visitor Policy, Emergency Procedures, and Board-adopted Safe Zone resolution.

Student Records Confidentiality and Communications

Pursuant to 20 U.S.C. § 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act ("FERPA") requirements all student safety, discipline, and emergency records are maintained in compliance with FERPA. Information is disclosed only to authorized individuals with a legitimate educational interest or as otherwise permitted by law. Emergency disclosures are limited to information necessary to protect health or safety.

Record-Keeping

- Student safety and discipline records are confidential education records and shall be securely maintained.
- Access is limited to school officials with a legitimate educational interest.
- Staff with access to student records shall receive FERPA training.
- Records shall be retained and destroyed in accordance with applicable law and school policy.
- Emergency Disclosures
- The school will not disclose student information without prior consent when necessary to address a health or safety emergency, as permitted by FERPA.
- Disclosures shall be limited to information necessary to respond to the emergency and shared only with appropriate parties.
- Emergency disclosures shall be documented.

Communication with Families

- The school shall communicate with families during and after emergencies in a manner that protects student privacy and does not disclose personally identifiable information of other students.
- The HTH Student Information Systems administrator or designee is responsible for ensuring FERPA compliance related to student safety and discipline records and for responding to questions or concerns regarding confidentiality and permissible disclosures.

Sexual Harassment and Title IX Policy & Safe Place to Learn Act Procedures (Education Code §§ 234–234.5)

HTH affirms that all students have the right to participate fully in educational programs free from discrimination, harassment, intimidation, or bullying based on actual or perceived protected characteristics, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these characteristics. Complaints may be filed pursuant to the Title IX Complaint process or the Uniform Complaint Procedures as applicable, and retaliation is strictly prohibited.

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

Sexual Discrimination and Title IX 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 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 non-disciplinary, 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.

Required 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:

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.

Obtains the parties' voluntary, written consent to the informal resolution process.

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:

- Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
- 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.
- Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- Issue a written determination describing the result of the appeal and the rationale for the result.

- 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 non-disciplinary 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:

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education of the student regarding the impact of the conduct on others
- Positive behavior support
- Referral of the student to a student success team
- 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:

- 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.
- 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.
- 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.

School Safety: Bullying and Cyberbullying

High Tech High schools are committed to maintaining a safe, inclusive, and respectful learning environment free from bullying (cyber and otherwise), hate crimes, intimidation, harassment, and retaliation.

Bullying includes severe or pervasive physical, verbal, social, or electronic conduct that causes or may reasonably be expected to cause harm to a student's physical or mental health, interfere with academic performance, or limit participation in school activities. This includes cyberbullying and conduct occurring on school grounds, during school-sponsored activities, while traveling to and from school, or through digital platforms when it impacts the school environment.

Bullying based on actual or perceived protected characteristics is prohibited and addressed in accordance with state and federal law.

These procedures and definitions apply to behavior occurring:

- On school grounds
- During school-sponsored activities
- While traveling to and from school
- In online or digital spaces when it impacts the school environment

Bullying (as defined in AB 1156): Severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, that has the effect of or can reasonably be predicted to have the effect of:

- Placing a reasonable student in fear of harm to his or her person or property;
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- Causing a reasonable student to experience substantial interference with his or her academic performance;
- or
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying: Intentional mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. This includes, but is not limited to:

- Sending malicious, hurtful or threatening messages or images about another;
- Posting sensitive, private information about another person for the purpose of hurting or embarrassing the person;
- Pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

Hate crime: includes conduct such as threats, intimidation, harassment, vandalism, physical injury, or violence, when such conduct rises to the level of a criminal offense and is motivated by bias against one or more protected classes.

Hate crimes are distinct from bias-motivated incidents that do not rise to the level of a criminal offense but may still violate school policies and require school-based intervention, documentation, and response.

Note: Not all hateful or biased conduct constitutes a hate crime. However, all bias-based conduct that impacts student safety, access to education, or school climate shall be addressed promptly under school discipline, nondiscrimination (such as UCP), and restorative practices, as applicable.

Electronic Act: Transmission of a communication, including but not limited to, a message, text, sound, image or a post on a social network Internet website, or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Intimidation: The unlawful act of intentionally coercing or frightening another to behave in a certain way against their will through force, fear or threats.

Reasonable Student: A student who exercises average care, skill, and judgment in conduct for a person of their age and/or their exceptional needs.

Retaliation: When an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

All students, staff, families, and community members are encouraged to report concerns related to bullying or intimidation. Staff who witness or receive reports of bullying are required to take prompt action and notify school administration.

Reporting Concerns

- Any student, family member, staff member, or community member may report bullying or intimidation.
- Reports may be made verbally or in writing to any staff member or administrator
- Staff who witness bullying must intervene when safe and report the concern promptly
- Reports may be made anonymously
- Retaliation for reporting is strictly prohibited

School Response & Investigation

- When a report is received, the school will:
- Promptly assess safety needs and implement interim supports if needed
- Conduct a fair and impartial investigation
- Maintain confidentiality to the extent permitted by law
- Communicate outcomes to involved parties when appropriate

If concerns involve discrimination or harassment based on a protected characteristic, families will be informed of their rights under the **Uniform Complaint Procedures (UCP)**.

Supportive & Restorative Practices

- HTH prioritizes restorative, educational, and trauma-informed responses, which may include:
- Counseling or wellness supports
- Restorative conversations or facilitated dialogue (when appropriate and voluntary)
- Academic or schedule adjustments
- Community-building interventions
- Restorative practices will never require a student who experienced harm to confront the alleged aggressor.

Disciplinary Action

- When bullying is substantiated, consequences may include:
- Restorative agreements
- Behavioral interventions or counseling
- Disciplinary action consistent with California Education Code and HTH policies
- Discipline is designed to stop the behavior, prevent recurrence, and repair harm—not to punish in isolation.

Education & Prevention

HTH schools commit to:

- Annual staff training on bullying prevention and response
- Age-appropriate student education on respectful community norms
- Ongoing efforts to cultivate belonging, empathy, and accountability

School Safety: 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:

- 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.
- 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.
- 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.
- Theft, robbery, attempted theft, and/or attempted robbery of school or private property, with a weapon or dangerous object.
- Sexual assault, including aiding or abetting in the same.
- 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.
- 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.
- Possession of, or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 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.
- 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.
- 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:
 - HTH will not expel students in grades Kindergarten and 1-12, inclusive, for disruption and/or defiance.
 - HTH will not suspend students in grades Kindergarten and 1-8, inclusive, for disruption and/or defiance.
- 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.
- Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
- Extortion.
- 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.

- 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.
- Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
- Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
- 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.
- Violations of HTH community standards and conduct policies as articulated throughout this Handbook.
- 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.
- 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.

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.

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.

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.

School Safety: Student and Staff Interactions

High Tech High recognizes the importance of clear and appropriate boundaries between staff and students. All adults who work with and around students through HTH, including teachers, administrators, support personnel, and volunteers, are expected to uphold the highest standards of professionalism in their interactions with students.

Pursuant to Ed Code Section 44237, all staff must submit necessary fingerprinting (Department of Justice and FBI) for criminal records purposes, prior to beginning employment. The following expectations aim to provide guidance on maintaining professional relationships between staff and students, ensuring that interactions are appropriate and conducive to our educational mission.

As part of ensuring a safe and respectful learning environment, HTH maintains professional boundary expectations and adult-student interaction safeguards to help establish clear expectations for professional boundaries between adults and students at all times. This includes:

Respecting Personal Boundaries: Staff should be mindful of both physical and emotional boundaries, avoiding behaviors that could be perceived as favoritism, inappropriate familiarity, or emotional over-involvement.

Appropriate Communication: All forms of communication with students, whether in person, via email, or through social media, should be professional and related to legitimate educational purposes. Personal communication outside of school hours should be limited and, when necessary, involve parental notification.

Avoiding Situations That May Lead to Misinterpretation: Staff should avoid being alone with individual students in private settings, such as closed offices or vehicles, unless there is a legitimate educational purpose and prior approval from administration.

Use of Technology: Electronic communications should be conducted through HTH-approved platforms (eg: TeamSnap versus text chats), and staff should refrain from using personal devices or social media to communicate with students unless it pertains to school-related matters and includes parental involvement.

For purposes herein, the term “legitimate educational purpose” includes matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student’s injury or other medical needs, school administration, or other purposes within the scope of the adult’s employment duties. A full scope of the expectations of staff and student boundaries can be found in the Staff-Student Interactions and Boundaries policy.

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. Emergency planning and evacuation coordination are aligned with local operational area planning and county emergency management guidance. 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 San Marcos Fire Department have visited the site. All emergency plans have been reviewed and approved by these officers.

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

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.

Levels of Response

SEMS / INCIDENT COMMAND SYSTEM ALIGNMENT

HTH's emergency response procedures align with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Staff are trained in Incident Command System (ICS) roles appropriate to their responsibilities, and training records are maintained.

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.

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.
- If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- 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.

Instructional Continuity Plan

Education Code § 32282(a)(3)

Purpose and Scope

In accordance with Education Code section 32282(a)(3), the HTH schools maintain an Instructional Continuity Plan to ensure timely communication with pupils and families and the continuation of instruction when in-person instruction is disrupted due to an emergency pursuant to Education Code section 41422 or subdivision (a) of section 46392. This plan applies to all pupils served by HTH schools and is designed to support instructional access, student engagement, and student well-being during emergency conditions.

A. Communication and Pupil Engagement Following an Emergency

(EC 32282(a)(3)(A)(i))

As soon as practicable, and no later than five (5) calendar days following an emergency that disrupts in-person instruction, the HTH shall initiate procedures to engage pupils and establish two-way communication with pupils and their families.

These procedures shall include:

- Use of established communication platforms (including but not limited to email, telephone, learning management systems, and parent communication platforms) to provide timely updates regarding instructional plans and available supports.
- Outreach by school staff to confirm pupil safety, access to instructional materials, and technology or connectivity needs.
- Identification of pupils requiring additional social-emotional, mental health, or academic supports, including students with disabilities, English Learners, students in foster care, students experiencing homelessness, and other vulnerable student populations.
- Coordination with counseling staff, student support teams, and community partners, as appropriate, to provide or refer pupils and families to needed services.

B. Continuation of Instruction

(EC 32282(a)(3)(A)(ii))

As soon as practicable, and no later than ten (10) instructional days following an emergency, HTH shall implement a plan to provide access to instruction through one or more of the following options, as appropriate to the circumstances of the emergency:

- In-person instruction, where permitted and safe;
- Remote or independent study instruction, consistent with Education Code sections 51747 and 51749.5 and the HTH's adopted independent study policies and procedures; and/or
- Temporary reassignment, when necessary, including support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school, as permitted by law.

HTH shall make individualized determinations regarding instructional placement based on pupil needs, safety considerations, and the feasibility of instructional delivery.

C. Instructional Quality

(EC 32282(a)(3)(B))

HTH shall endeavor to provide instruction during an emergency that meets instructional standards at least equivalent to those applicable to independent study programs, including alignment to grade-level standards, access to instructional materials, and regular opportunities for pupil engagement and feedback.

D. Temporary Reassignment and Reentry

(EC 32282(a)(3)(C))

For purposes of this plan, "temporary reassignment" means a pupil's temporary enrollment in another local educational agency outside of HTH, but within the county or an immediately adjacent county in which the pupil's parent or guardian resides, as permitted by law.

Pupils who are temporarily reassigned pursuant to this section shall be deemed to have complied with applicable residency requirements. HTH may continue to enroll pupils who are temporarily reassigned in order to facilitate timely reentry to HTH once the emergency has ended.

E. Applicability
(EC 32282(a)(3)(D))

This Instructional Continuity Plan applies to HTH as a public charter school and shall be reviewed and updated as required by law.

Overview of Emergency Planning

The following emergency plans address the High Tech High Chula Vista Campus's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents.

The plans provide a framework for coordination of response and recovery efforts with the Central Office staff and the County of San Diego and City of San Marcos in coordination and with local, State, and Federal agencies. The plans also establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Chula Vista Campus Emergency 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 Chula Vista 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, including those on the Chula Vista campus, when the need arises in damaged areas to set up their mass care facilities through a Shelter Agreement form. This requires close cooperation between school officials and ARC or other local government representatives, and for that reasons is 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.

School Safety: Safe Ingress and Egress Procedures

Procedures to ensure safety of Students, Staff and Parents while going to (entry / ingress) and from (exit / egress) 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 following website (<https://hightechafterschool.wixsite.com/hightechafterschool>).
- 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 Compass Passes to eligible students, which allow students to take the bus, coaster, or trolley to school. Although bus travel is one of the safest ways to get to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus.

Some safety tips for riding the bus are:

- Arrive at the bus stop at least 10 minutes before the scheduled arrival of the bus.
- Stay out of the street and don't horseplay while waiting.
- Wait for the bus to come to a complete stop before getting on or off.
- Remain seated and keep head and arms inside the bus at all times.
- Do not shout or distract the driver.
- Do not walk in the driver's "blind spot" -- the area from the front of the bus to about 12 feet in front of the bus.

Riding Bicycles:

- Bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school:
- Wear a helmet. State law requires it, and failure to wear one could result in a traffic citation. More importantly, helmets can reduce the risk of head injury by as much as 85 percent.
- Obey rules of the road; the rules are the same for all vehicles, including bicycles.
- Stay on the right-hand side of the road and ride in the same direction as traffic.
- Know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

Driving:

- To reduce the risk of injury:
- Always use child safety seats and safety belts correctly when driving or riding in a car.
- Arrive early—especially the first few weeks of school—and use the school's designated student drop-off and pick-up zone.
- Do not double park or make u-turns in front of the school. Police officers are issuing citations for traffic violations and there is no warning or grace period.
- Children should enter and leave the car on its curbside.
- Each Director and/or Site Administrator shall conduct safety drills (including fire, earthquake/disaster preparedness, lock down, campus emergencies) and maintain an accurate record of each drill. All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities and action to take.

School Safety: 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 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)

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.

A Note on Drills

High Tech High takes a trauma-informed approach to all drills held during school hours with students, and with students present and participating. High Tech High schools do not use 'high intensity drills' and do not include the use of real weapons, gunfire blanks, or explosions in conducting any drills. High Tech High schools support students with particular needs regarding drills like fire drills, with advance notice or an opt-out experience.

Routine and Emergency Disasters Preparations & Drills (*Non-confidential*)

Sudden Cardiac Arrest and Life-Threatening Medical Emergencies

Pursuant to California Education Code requirements for Comprehensive School Safety Plans, the school maintains procedures to respond to incidents involving **sudden cardiac arrest (SCA)** or other **life-threatening medical emergencies** occurring on school grounds or during school-sponsored activities.

Preparedness and Prevention

- The school maintains an **Automated External Defibrillator (AED) program** in accordance with applicable law, including proper placement, maintenance, and inspection of AED devices.
- Staff receive training on recognizing signs of sudden cardiac arrest and other life-threatening medical emergencies, including collapse, unresponsiveness, abnormal breathing, or absence of a pulse.
- Emergency medical response procedures are reviewed annually and incorporated into staff training and drills as appropriate.

Emergency Response Procedures

In the event of a suspected sudden cardiac arrest or other life-threatening medical emergency:

1. Immediate Action

- Emergency medical services (911) shall be contacted immediately.
- Trained staff shall initiate emergency response actions, including CPR and use of an AED, when appropriate and safe to do so.
 1. The AEDs at HTHCV is located in the front office.
 2. The AED at HTMNC is located in the front office.
 3. The AED at HTeNC is located in the front office.

2. Student and Scene Safety

- Staff shall maintain supervision of other students and clear the immediate area to allow emergency responders access.
- The individual experiencing the emergency shall not be moved unless necessary to provide life-saving care.

3. Notification and Coordination

- Site administration shall be notified as soon as practicable.
- Parent/guardian notification shall occur as soon as reasonably possible, consistent with student privacy and emergency response needs.
- Emergency response actions shall follow the school's Incident Command System (ICS) and SEMS protocols.

Post-Incident Actions

- The incident shall be documented in accordance with school procedures.
- AED use shall be reported and the device inspected and returned to service following manufacturer and legal requirements.
- Appropriate follow-up support shall be provided to affected students and staff.

Training and Review

- Emergency medical response procedures, including sudden cardiac arrest response, are reviewed annually as part of the Comprehensive School Safety Plan update process.
 - All staff are trained bi-annually on CPR, First Aid, and AED.
 - Continuous or additional training can be requested through each school's school Director.
- Detailed operational protocols are maintained in the school's confidential emergency response procedures.

Opiod Overdose Response Protocol

Pursuant to Ed Code § 32282(a)(2)(N) and SB 10 (“Melanie’s Law”) HTH has adopted the following specific “Opiod Overdose Response Protocol”.

High Tech High Middle and High Schools have Naloxone (“Narcan”) on campus and at large school events (such as Prom and dances). All Middle and High school staff participate in bi-annual Naloxone training and the Deans of Students at each site order and keep stock of the Narcan on campus.

Purpose

This protocol establishes procedures for responding to a suspected or confirmed opiod overdose occurring on school grounds, during school-sponsored activities, or at school events. The goal is to ensure rapid medical response, protect student and staff safety, and provide appropriate follow-up and support.

Recognition of an Opiod Overdose

Staff should immediately activate this protocol if an individual exhibits signs consistent with a possible opiod overdose, including but not limited to: unresponsiveness, slowed or absent breathing, gurgling or choking sounds, blue or gray lips or fingernails, pinpoint pupils, or loss of consciousness.

Immediate Response Procedures

1. **Call 911 immediately.** The first staff member on scene, or a designee, shall contact emergency medical services without delay and report a suspected opiod overdose.
2. **Notify the school office/site administrator.** A runner or radio call shall be made to the main office to alert administration and the school nurse (if available).
3. **Provide emergency care.** If trained and authorized, designated staff or volunteers may administer naloxone in accordance with training protocols. Rescue breathing, CPR, and/or use of an AED shall be initiated as appropriate until emergency responders arrive.
4. **Secure the area.** The site administrator or designee shall manage the scene to ensure student safety, limit disruption, and provide access for emergency responders.

Naloxone Access and Administration

Naloxone is maintained on campus in designated locations (e.g. Dean’s office, main office, or other secured but accessible area). Trained staff and authorized volunteers may administer naloxone in accordance with applicable law and district/charter procedures. Used or expired doses shall be documented and replaced promptly.

- **HTHCV Naloxone is stored: in the front desk and the Dean’s office**
- **HTMNC Naloxone is stored: in the Dean’s office**
- **HTeCV Naloxone is stored: in the front office.**

Notification and Documentation

- The site administrator or designee shall notify the student’s parent/guardian as soon as practicable following stabilization and emergency response.
- An incident report shall be completed documenting the date, time, location, observed symptoms, actions taken (including 911 activation and naloxone administration), and transfer of care to emergency responders.
- Documentation shall be maintained in accordance with student privacy and recordkeeping requirements.

Post-Incident Support and Review

Following the incident, the school shall provide appropriate counseling and support services to affected students and staff. The site administrator shall ensure required follow-up actions are completed, including restocking emergency supplies, reviewing response procedures, and identifying any needed corrective actions or additional training.

Earthquake Emergency Procedures & Drills

HTH maintains a written earthquake emergency procedure system designed to protect students, staff, and visitors before, during, and after an earthquake, in accordance with California Education Code § 32282 and guidance from the California Department of Education.

Before an Earthquake

- The schools conduct regular inspections to identify and mitigate potential classroom and campus hazards.
- Staff receive annual training on earthquake preparedness, including their roles during an emergency.
- Emergency supplies and communication protocols are maintained at the site level.

During an Earthquake

- All students, staff, and visitors shall immediately follow **Drop, Cover, and Hold On** procedures.
- Staff are responsible for maintaining supervision and ensuring students remain in place until shaking stops and it is safe to move.

After an Earthquake

- Staff shall assess injuries and building conditions and report concerns to site administration.
- Evacuation shall occur if directed by administration or emergency responders.
- Students will be accounted for using established attendance and reunification procedures.
- Emergency response actions will follow the Incident Command System (ICS) and SEMS protocols.

Training and Drills

- Earthquake drills are conducted in accordance with state requirements and are documented annually.
- Detailed response actions are maintained in the school's confidential emergency procedures.
- The High Tech High Schools participate annually in The Great Shakeout.

Drop Procedures.

The "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.

HTH uses drills 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 are instructed to remain calm and perform the drop, cover, and hold procedure.

Staff instruct students not to immediately evacuate. Use tables or desks for shelter.

A variety of drills and post-drill discussions and education ensure that students are 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 directs the evacuation of the building.

Returning to the building is contingent upon a safety inspection.

Whenever an earthquake occurs, 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.

If outdoors during an earthquake:

- 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.

If in a vehicle during an earthquake:

- 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.

Power Outage/Rolling Blackouts

Blackout Procedures:

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

Compliance and Complaint Procedures

Education Code § 32289

HTH maintains its Comprehensive School Safety Plan in accordance with applicable state and federal law. Pursuant to Education Code section 32289, concerns or complaints regarding noncompliance with school safety planning requirements may be filed under the Uniform Complaint Procedures (UCP) set forth in Title 5 of the California Code of Regulations.

HTH shall investigate and respond to any such complaint in accordance with its adopted Uniform Complaint Procedures, including applicable timelines, notice requirements, and corrective actions, if warranted. Information regarding the School's Uniform Complaint Procedures, including how to file a complaint, is available through the HTH website.