

# Comprehensive School Safety Plan

**2022-2023  
School Year**

**School:** Holly Drive Leadership Academy  
**CDS Code:** California  
**District:** Holly Drive Leadership Academy  
**Address:** 4801 Elm Street  
San Diego  
**Date of Adoption:** March 9, 2023  
**Date of Update:**  
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- with Staff March 1, 2023  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at [www.hdla.org](http://www.hdla.org).

## **Safety Plan Vision**

The Vision of the Holly Drive Leadership Academy Comprehensive School Safety Plan is to inform all persons in the HDLA community regarding the prevention and protection of the students, faculty, teachers and staff regarding potential and actual incidents involving safety, crime, potential threats and violence on or near the Holly Drive Leadership Academy campus.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Holly Drive Leadership Academy Safety Committee**

There were no incidents in 2020-2021 as a result of remote learning due to the pandemic

### **Assessment of School Safety**

SARC Report and the Suspension and Expulsion reports

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Security Gates and parking lot and office campus security cameras were installed to allow the office staff to monitor any person who wishes to enter the campus without having to be face to face with the person seeking entrance. The security gate can only be accessed if you have a key or badge, Otherwise the visitor must ring the doorbell in the parking lot. The office staff can see who is at the gate on the camera and can speak to the person outside the gate via an intercom system. Once the office personnel identifies the person or accepts the reason for the visit they will be "popped" in and can report to the office for further assistance.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

A. All teachers, instructional aides, teacher's assistants, classified employees, administrative officers, supervisors of child welfare and attendance, certified students, personnel employees, day care center administrators, licensed day care workers, physicians, psychiatrists, psychologists, dentists, and licensed nurses are required to report suspected child abuse.

B. A known or suspected instance of child abuse must be reported by telephone, immediately or as soon as practically possible, to one of the child protective agencies. Following the telephoned report a written report shall be sent within 36 hours of receiving the information concerning the incident.

1. Child Abuse Team; San Diego Police Department: (619) 531-2260
2. Integrated Child Protected Services: Department of Social Services 24 hour response number phone number: (619) 560-2191
3. Persons observing evidence of suspected child abuse will inform the Principal/Vice Principal, or Counselor. He/she will, in turn, notify attendance staff.

HDLA staff has received Mandated Reporter Training during our End of the year and beginning of the year staff development days. Training is conducted on a yearly basis.

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

## **Disaster Plan (See Appendix C-F)**

### **GENERAL EMERGENCY ACTIONS**

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

#### **Type Definition**

**STATUS ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.

**EMERGENCY DAMAGE ASSESSMENT** is the inspection process used immediately following an emergency (typically will students and staff are under an **EVACUATION** order) to determine if it is safe to resume occupancy of school facilities.

An **EMERGENCY DAMAGE ASSESSMENT** should be performed following any event with the potential to cause damage school facilities or equipment.

#### **RESTRICTED MOVEMENT & ACCESS**

**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy.

**LOCKDOWN** is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible,
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

**SECURE CAMPUS** is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. **SECURE CAMPUS** requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

**SHELTER IN PLACE** is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. **SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.

- Move students and staff into the school's permanent buildings, on the ground floor.

- Group students/staff together at the furthest point away from windows on the floor.
- ? Face the wall with backs to the windows
- ? Crouch down on knees and elbows
- ? Hands covering the back of their head/neck
- If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.

**EVACUATION** EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any

OFF-SITE EVACUATION.

**EARLY RELEASE** Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

**REUNIFICATION**

STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:

- Maintaining accurate information on the location of each child.
- Preventing unauthorized individuals from having access to or removing children.
- Verifying the identity of individuals coming to take custody of children.
- Verifying each individual has the legal right to take custody the child for which they have asked.
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

## EMERGENCY ACTION ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. ALL CLEAR signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

DUCK, COVER and HOLD ON

SHELTER IN PLACE

EVACUATION and REVERSE EVACUATION

STANDBY

LOCKDOWN

TAKE COVER

### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

2. Use messengers with oral or written word as an alternate means of staff notification.

3. Use Parent Telephone Notification System, if appropriate.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.

Make the ALL CLEAR announcement.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

As soon as the ALL CLEAR announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

Use Parent Telephone Alert System, if appropriate.

## EMERGENCY ACTION Emergency Damage Assessment

## Public Agency Use of School Buildings for Emergency Shelters

### (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policy:



This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and 98 procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights 99 holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed, and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

#### Procedures:

##### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

##### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soman) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1).

A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)

(a)-(b). u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the

Principal or designee's concurrence If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United

States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

The term "destructive device" means

(A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Hearing Procedures

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

When a student enrolls and is admitted to Holly Drive Leadership Academy, the CUM file from the previous school along with the special education file is reviewed by the administrative and assigned classroom teacher. Any and all information regarding the pupil's academic and behavioral conduct at his or her previous school is disclosed to all those who need to be aware.

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **(E) Sexual Harassment Policies (EC 212.6 [b])**

### Sexual Harassment Policy

Sexual harassment as well as gender-based discrimination is illegal and contrary to the policy of Holly Drive Leadership Academy. The School strives to foster a work environment free of sexual harassment, gender-based discrimination, intimidation and insult. HDLA prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee's gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature, when an individual's submission to that conduct is made explicitly or implicitly a term or condition of that individual's employment, or when that conduct creates an intimidating, hostile, or offensive working environment.

Harassment based on gender is a form of misconduct that undermines both personal and professional relationships in the workplace. Every staff member must be assured that he or she can work in an environment that is free from unwanted and unwelcome harassment and discrimination.

Sexual harassment creates unacceptable stress for the entire organization, adversely affecting morale, demeans the individual so treated, and could cause potentially devastating costs to Holly Drive Leadership Academy. HDLA believes that courteous, mutually respectful, pleasant, non-coercive interactions between employees will best serve the well-being of each individual and HDLA.

All employees, both male and female, are strictly prohibited from sexually harassing or making improper advances toward other employees or harassing other employees as a result of their gender. Sexual harassment includes unwelcome or unsolicited verbal, physical or sexual conduct, that is made a term or condition of employment, or is used as the basis of employment or advancement decisions. Sexual harassment also includes conduct that has the purpose or effect of unreasonably interfering with work or creating an intimidating, hostile or offensive work environment.

Sexual harassment includes but is not necessarily limited to:

- Unwelcome or unwanted sexual advances.
- Requests or demands for sexual favors.
- Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse.
- Any type of sexually oriented conduct that interferes with another's work performance.
- Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member.
- Verbal abuse, kidding, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual's gender.

Any person who believes that he/she is the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of his/her supervisor or the School Principal. The School will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

## **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

Holly Drive Leadership Academy has a Uniform Dress Code Policy. Students may obtain a uniform from the front office if purchasing a uniform will cause a financial hardship.

### School Attire

Students will come to school dressed and groomed in such a way as to reflect neatness and cleanliness. All students will be modestly dressed and groomed in a manner that does not distract, interrupt, or interfere with the educational process.

## Uniforms

A navy blue bottom and white, light blue, or navy blue uniform top is required and expected at school.

Uniforms can be purchased at the following stores: Target, Wal-Mart, The Children's Place, Mario's, or Factory To You.

The uniform policy is strictly enforced. Any student can obtain a uniform from the front office if they do not have one and are unable to get one.

Our intent is to create a "Dress for Success" atmosphere while maintaining the safety, modesty and privacy of all students.

1. Low rise/low waist pants often reveal too much. When sitting, in pants or shorts, underwear and bare skin must be covered. Pants and shorts are to be worn above the top of the hips. Saggy, baggy or low crotch pants are not to be worn. Circumference of pant waist-band must measure no larger than 2 inches larger than the student's actual waistline, Wearing a belt to hold pants at the waist is encouraged. Crotch of pants must be above the knee. Pant legs must not drag on the ground. Pants and shorts must fit comfortably and not be skin tight. Shorts length should be an appropriate length.

2. Midriff or immodest tops is not allowed. No exposed midriffs. No tube, halter, off-the-shoulder tops' or tops with thin straps smaller than 2 inches thick may be worn to school. If mid-riff or lower back is exposed when arms are raised or when sitting, the shirt is too short. Sheer tops or tops which reveal cleavage are inappropriate. Shirts should be loose and comfortable-not be skin tight.

3. Skirt length when sitting should be no shorter than mid-thigh and must conceal underwear a at all times.

4. Undergarments must not be visible. All straps and suspenders must be fastened.

5. Shoes must be worn at all times for safety reasons. Thongs or flip-flops, athletic slip-ons, house shoes, corduroy slippers, soft-soled shoes, or Birkenstock type sandals without back straps are not allowed. Shoes with heels taller than 2 inches are not allowed.

6. No long, or trench-type coats will be allowed at any time. A jacket, sweater or sweatshirt may not be worn to cover-up inappropriate clothing.

7. Hats, caps, bandanas, beanies, scarves, gloves or sunglasses are not to be worn at any time.

8. Clothing or accessories that advertise or denote gang affiliation, or include profanity, vulgarity, violence, alcohol, tobacco or illegal substances are not allowed.

9. Jewelry or accessories that may present a health or safety concern will not be allowed. Wallet chains are not allowed on campus.

Consequences - If the items of clothing or accessories are deemed inappropriate by school personnel, one or more of the following will occur,

the student will be required to change into loaner clothes or PE clothes

parent/guardian will be asked to bring appropriate dress to school for the student to change into

student may be required to serve lunch duty, or in school suspension where the student will obtain the lesson for the day and complete the work n another class

The act of exposing underwear or bare skin can result in a referral to the office.

Repeat offenders will be sent home for the day.

## **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Reference Emergency/Disaster Procedures, and Site Maps at each exit of the school classrooms, common rooms, and offices, as well as on the outside of each building.

A. Site Emergency preparedness plans shall include site map, which designates planned evacuation routes, assembly areas, utilities shut-off valves, first aid/supply stations, and designated areas for prolonged scholar/staff care. Located in Front Office and B12

B. As required by state law, each Principal/Site Administrator shall conduct safety drills (including fire, earthquake/disaster preparedness, bus safety, and campus emergencies) and maintain a record of each drill.

C. All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and action to take.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

The purpose of The Holly Drive Leadership Academy's Code of Conduct is to ensure a safe learning environment for all the students at our school. HDLA's Code of Conduct is structured to be a framework for a positive school environment.

Students are expected to conduct themselves in a respectful, Self-Discipline, and Courtesy fashion to ensure the campus is safe and conducive to learning. These are qualities will create a community where all students at HDLA can thrive. Students are expected to follow all rules and regulations as stated in our handbook and code of conduct. The consequences for breaking school rules will depend on the severity of the infraction.

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Holly Drive Leadership Academy Student Conduct Code**

**Conduct Code Procedures**

**DISCIPLINE**

Our school believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an atmosphere of acceptance, high expectation, encouragement, and positive motivation. Discipline is defined, as processes of helping students understand appropriate and inappropriate behavior and how to correct inappropriate behavior while leaving the student’s dignity intact. Students are taught to take responsibility for their behavior and accept the consequences for inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance as to appropriate behavior enables schools to maintain a wholesome environment for learning.

**Minor Offenses**

Teachers handle minor offenses in their classrooms, Minor offenses include:

- Excessive talking
- Off-task behavior
- Chewing gum, candy and the like in class
- Cell Phones or toys

Teacher intervention strategies include verbal reprimands, parent contacts, time out, action plans, and referrals.

**Major Offenses**

The principal handles major offenses and chronic minor offenses. Major offenses include, but not limited to:

- Fighting
- Profanity
- Destroying school Property
- Weapons, knives, and firearms
- Disrespect to peers and adults
- Defiance and disobedience to HDLA Staff
- Leaving Campus without authorization

Principal interventions include in-school suspension, out-of-school suspension, expulsion, parent conferences and referrals to outside school authorities.



### **(K) Hate Crime Reporting Procedures and Policies**

Because schools do not operate in isolation from the community, bias crimes or incidents committed outside of school can quickly affect the school climate and relationships among students. Incidents within schools can lead to retaliation or confrontations outside of school. For these reasons, schools need to cooperate with, or create, community-wide coalitions of law enforcement, social service, civic, religious, governmental, and education agencies to coordinate prevention efforts and responses to hate crimes. HDLA has had police officers visit our campus to develop a partnership and line of communication with our Academy. We understand that the school officials should establish clear lines of communication with law enforcement agencies to cooperate in preventing and addressing bias crimes. School officials have requested that police departments inform the school when there is a possibility of violence or conflicts that could affect the school environment so that precautions can be taken.

In the event a hate crime has occurred, the administrative team will identify the hate crime laws that apply in the school's jurisdiction.

Recognize bias-motivated crime and violence.

Contact law enforcement personnel, as appropriate

Notify the parents of the parties involved.

Prepare for crisis situations.

### **(J) Procedures to Prepare for Active Shooters**

School will go into Full Lockdown

One continuous ringing bell or verbal communication by administrative staff via Walkie talkie or text messages: Everyone remains inside the building.

,LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible,
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

Emergency Departments/Police/Fire are called to the scene. All Clear will be given by verbal communication by administrative staff via a walkie talkie. Students will then assemble to the fire evacuation area.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Positive school morale is at the cornerstone of our academic and school program. We believe that when students feel safe, are happy, and have positive relationships, friendships are created, which in turn increases school morale. Restorative practice strategies are taught to the staff to assist them in equipping students with strategies to use when conflicts arise. Prizes for students who exemplify good citizenship encourage students to be a good citizen and a friend to all. HDLA has a no cell phone policy and a fire wall installed to reduce social media access while on campus.

**Safety Plan Review, Evaluation and Amendment Procedures**

This Safety Plan will be reviewed and amended at any time if applicable or minimally once a year.

## Safety Plan Appendices

## Emergency Contact Numbers

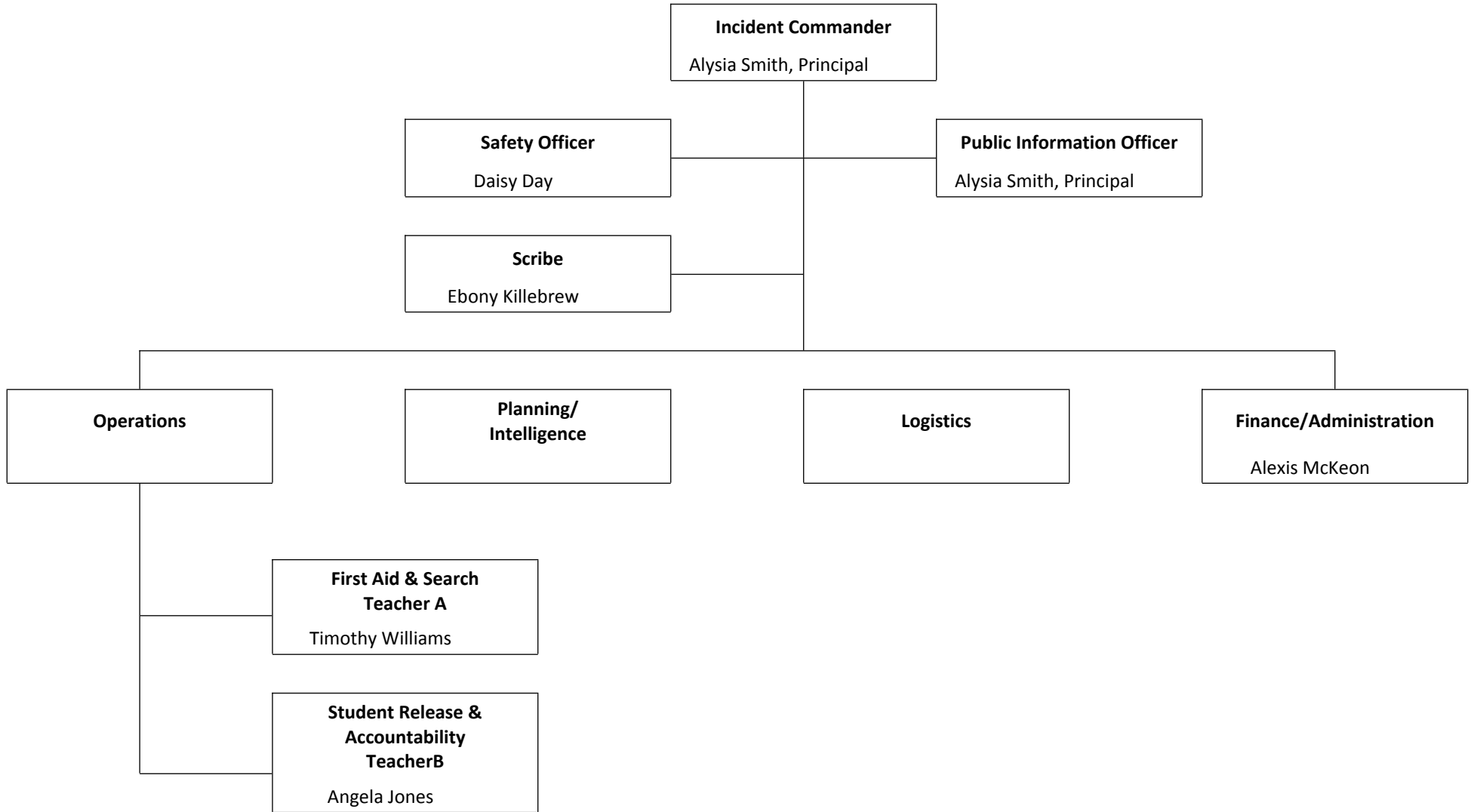
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	San Diego Sheriff's Department	619-544-6401	
Public Utilities	Public Utilities Office	619-515-3500	
Local Hospitals	Paradise Valley Hospital	619-470-4321	
School District	San Diego Unified School District	619-725-7000	
American National Red Cross	American Red Cross	858-658-0967	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
November 19, 2022	4:30pm	Administrative Meeting to complete the safety plan
December 1, 2022	8:00am	Principal and Vice Principal write a draft of the plan to present to the board
March 9, 2023	5:00pm	Comprehensive Plan Approved by the HDLA Board of Directors

**Holly Drive Leadership Academy Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

#### **CRISIS INTERVENTION PLAN**

Definition: Any incident which disrupts the educational program and affects the emotional stability of students and staff.

#### **Rationale:**

In the event of a crisis, immediate intervention and factual information are key to providing support to affected persons and returning the site to as normal as possible operation.

### **Step Two: Identify the Level of Emergency**

#### **Potential Types:**

accidents  
kidnapping/abduction  
natural disaster  
bomb threats  
campus violence  
physical attacks  
death/loss  
hostage/terrorist  
racial violence  
suicide

### **Step Three: Determine the Immediate Response Action**

#### **Immediate Actions:**

1. Principal is notified of potential or real crisis situation.
2. School Police are notified of situation if appropriate.
3. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
4. Site Crisis Response Team mobilized and meeting convened to develop immediate plan of action

### **Step Four: Communicate the Appropriate Response Action**

Inform reporters who call for information that they will receive a return call as soon as details are available. Do not let reporters onto the campus to talk with employees or to film until the situation is completely under control and you have talked with the school principal.

#### **Important Telephone Numbers:**

Emergency 911  
City Police 619 531-2000  
Fire Department 619 533-4300

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized and meeting convened to develop immediate plan of action
4. Students Shelter in Place until notified it is safe to evacuate.

### **Animal Disturbance**

Lock Down:

Verbal communication by administrative staff: Everyone remains inside the building, locking doors. If outdoors immediately seek refuge in the nearest building. Emergency Departments/Humane Society are called to the scene.

All Clear will be given by verbal communication by administrative staff via a walkie talkie. Classes will resume once the disturbance has been removed.

### **Armed Assault on Campus**

School will go into full Lock Down:

One continuous ringing bell or verbal communication by administrative staff: Everyone remains inside the building, locking doors and covering windows where possible.

Students remain out of sight and out of sound.

If outdoors immediately seek refuge in the nearest building or seek a hiding place.

All Clear will be given by verbal communication by administrative staff via a walkie talkie or a series of pulsating bells. Students will then assemble to the fire evacuation area to ensure all are accounted for.

### **Biological or Chemical Release**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Students Shelter in Place away from Chemical or biological Release until notified it is safe to evacuate.

### **Bomb Threat/ Threat Of violence**

School will go into full Lock Down:

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Students Shelter in Place until instructed by administrative staff or emergency response department instructs us to evacuate.
5. Verbal communication by administrative staff via walkie talkie or text messages

Everyone remains inside the building, locking doors and covering windows where possible. If outdoors immediately seek refuge in the nearest building or seek cover until directed by staff.

All Clear will be given by verbal communication by administrative staff via a walkie talkie. Students will then assemble to the fire evacuation area.

### **Bus Disaster**

## **Disorderly Conduct**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action if necessary.
4. Students Shelter in Place until threat is removed and we are notified by administrative staff or emergency response departments that it is safe to resume classes or evacuate.

## **Earthquake**

Earthquake/Disaster (Physical damage to school structure):

Alternate short/long bells: Drop and take protective position, once shaking has completely stopped, everyone will evacuate the building and assemble at the fire evacuation site. If there is an all-clear bell, students will resume school activity.

## **Explosion or Risk Of Explosion**

Lock Down:

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Students Shelter in Place until notified it is safe to evacuate.

One continuous ringing bell or verbal communication via walkie-talkie by administrative staff: Everyone remains inside the building, locking doors and covering windows where possible. If outdoors immediately seek refuge in the nearest building or seek cover until directed by staff. Emergency Departments/Police are called to the scene. All Clear will be given by verbal communication by administrative staff via a walkie talkie. Students will then assemble to the fire evacuation area if instructed to evacuate.

## **Fire in Surrounding Area**

Current Fire Drill Procedures will apply

Students will evacuate the building and assemble at the fire evacuation site until the all clear is given that it is safe to return to class

## **Fire on School Grounds**

Fire Procedure:

Intermittent short bells: Evacuate building via route posted in your classroom or workspace. Teachers take roll to ensure all who came to school are accounted for. If there is an all-clear bell, resume school activity.

## **Flooding**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Students Shelter in Place away from until notified it is safe to evacuate.

## **Loss or Failure Of Utilities**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Students Shelter in Place away from until notified it is safe to resume classes or evacuate.

## Motor Vehicle Crash

### Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action if applicable
4. Students are evacuated and will assemble to the nearest safe area.

## Pandemic

Physical Distancing Where possible, and to the extent practicable, we ensure at least three (3) feet of physical distancing between students and six (6) feet between staff, and staff and students, at all times in our workplace by:

### Classroom/Instructional/Academic Learning Spaces:

- HDLA shall make every reasonable effort to provide a minimum physical distancing radius of at least three (3) feet between all student workspaces, and six (6) feet between all educator and student workspaces, and between all employee workspaces. Every student is recommended to have a minimum of thirty (30) square feet of physical space as per the San Diego County Public Health Department. Where these parameters are not possible or practicable, District will employ the use of Plexiglas partitions in accordance with CDC guidance.
- Staff members shall make every reasonable effort to maintain a physical distancing radius of six (6) feet, between themselves and students.
- All student workspaces shall be measured and marked to maintain the physical distancing requirement prior to the start of in-person learning. This shall be conducted in partnership with Staff Members and Administration.
- The District shall calculate the maximum capacity of all workspaces while maintaining physical distance requirements. The capacity of each room will be calculated as the indoor area divided by thirty (30) square feet. The capacity for each classroom space shall be posted prior to the start of in-person learning. This capacity will include the teacher, assigned support staff and student.

### Clear Rules on Classroom Instruction:

- Student cohorts will be considered in their classroom.
- Students will be grouped in cohorts by classroom with no more than 14 individuals in a classroom (combined students and staff) when feasible.
- While indoors, students will be physically distanced 3 ft, or 30 sq. ft. when possible and to the extent practicable. Plexiglas partitions will be used in all other instances.
- Desks and/or workstations will face in the same direction as feasible.
- The school will utilize the same PPE and safety protocols that is currently being used with the small group cohorts attending the sites.
- Recess and break times will be staggered or grouped by cohorts to limit the interaction of cohorts as feasible. Cohorts will either eat in their respective classrooms or will be provided a take-home lunch.
- Signage and markings will be used to keep students physically distanced as much as feasible.

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts:

### Drop Off Procedures (Arrival)

- Gates will open at 6:00 a.m. To adhere to physical distancing precautions, students will not be allowed to be dropped off earlier.
- Parents and visitors will not be permitted to walk their student(s) to the classroom.
- To ensure physical distancing, and to the extent practicable, the main campus gate will be staffed during drop-off.

- Students will be required to report directly to their classrooms.
- Initial screening will take place at home. Additional screening and temperature checks will take place at the designated gates.
- One-way directions/movements will be established in high potential traffic areas

## **Psychological Trauma**

Psychological Trauma such as suicide

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- Alysia Smith, Principal – principal@hdla.org
- Daisy Day, Vice Principal – Dday@hdla.org

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify 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 a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at the Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student’s physical safety by one of the following, as appropriate:

- Securing immediate medical treatment if a suicide attempt has occurred;
- Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
- Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
- Moving all other students out of the immediate area;
- Not sending the student away or leaving him/her alone, even to go to the restroom;
- Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
- Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. 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.

### **Suspected Contamination of Food or Water**

Immediate Actions:

1. Principal is notified of potential or real crisis situation.
2. San Diego Police Department/Fire/or other Emergency Department is notified of situation as applicable.
3. Site Crisis Response Team mobilized, and meeting convened to develop immediate plan of action
4. Janitorial Staff will shut off all main water valves
5. Students will be sent home until an all clear is given from emergency response departments.

### **Tactical Responses to Criminal Incidents**

LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible, and provide them with a school site map
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

### **Unlawful Demonstration or Walkout**

Administrative staff will ensure students are peaceful and not violent and there are no threats of violence occurring.

Parents are notified to pick up their children.

Students not participating in the walk out are sheltering in place.

Classes will resume or school will be closed for the day once the disturbance has been resolved.

Authorities are called on the scene only if applicable for the safety of all involved.

## Emergency Evacuation Map