

# **San Diego Cooperative Charter Schools**

## **Linda Vista**

### **School Safety Plan**

#### **EMERGENCY PREPAREDNESS DISASTER/EMERGENCY POLICIES AND PROCEDURES**

**2021-2022**

#### **Public Version**

Approval:

This document is available for public inspection during regular business hours.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

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SAN DIEGO COOPERATIVE CHARTER SCHOOL  
School Safety/Emergency Preparedness Plan  
2020-2021

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**Criterion 1- Assessment of the current status of school crime**

Annual statistics for the surrounding neighborhood are collected for the school safety plan each year. Additionally, the principal works closely with Linda Vista Council and receives quarterly updates from the neighborhood officers who attend this event also. Crime in the neighborhood surrounding the school has not experienced any significant changes.

The principal will collaborate with the San Diego Police Department and the school police in the event of any serious crime committed on campus. A written report is kept on file if the incident resulted in disciplinary action for a student of SDCCS.

Most importantly, the students' perspectives are valued and analyzed with the CA Healthy Kids Survey (CHKS). The CHKS reports levels of perceived safety, incidents of bullying, drug use and many other factors with an anonymous survey tool. The School Climate Index (SCI) derived from weighted questions from the survey ranks SDCCS in the 98th percentile of all schools in California that administered the survey. These 2017 results underscore the safe physical and emotional culture that is cultivated by staff, parents, and students.

**Criterion 2- Child abuse reporting procedures**

The Penal Code's obligation to report child abuse or neglect applies but is not limited to

certificated employees, health practitioners, school police, and employees of child care centers. This law also applies to instructional aides, teachers' assistants, and classified employees who have been trained in the duties imposed by this law and where this training has been declared by the State.

When a suspected child abuse or neglect report is made, the individual who observed or has knowledge of the abuse/neglect makes the report by telephone, written report using "Suspected Child Abuse / Neglect Report" form or by Fax.

- a. Child Abuse Team: San Diego Police Department (619) 531-2260
- b. Integrated Child Protected Services: Department of Social Services, (619) 560-2191 (24hour response number)

Persons observing evidence of suspected child abuse or neglect may inform the principal or her designee. Although it is not required, it is strongly suggested that employees inform the principal of the incident. If medical treatment is needed medical personnel will be contacted via 911.

All SDCCS staff members participate in annual training regarding mandatory reporting procedures. (September 2018) These trainings are online and specific to staff in an educational setting.

The principal and staff of SDCCS support and maintain a positive relationship with parents and social workers. This work allows us to more effectively support students who have been victims of abuse.

### **Criterion 3- Disaster procedure, routing, and emergency**

The site emergency preparedness plan has been developed by the staff, school police and with input from all sources on campus, to provide for the safety of students, staff, visitors, building, equipment and supplies. It includes the organization of staff to respond to an emergency, a system of warnings, instructions and preparation of students, and appropriate drills.

*The Public Version has information that is Redacted for Security & Tactical Purposes*

See Appendix for  
General Emergency Procedures - Redacted  
Evacuation Procedures- Redacted  
Team Responsibilities - Redacted  
Site Map - Redacted on Public Version

**Criterion 4- Policies related to suspensions, expulsions or mandatory expulsions, and other school-designated serious acts which would lead to**

## **suspension or expulsion.**

**The principal, vice principal, principal's designee, or the Executive Director may suspend a student from school for a maximum of five consecutive school days for any single cause enumerated on the suspension form.**

### **Board Policy 9100 Suspension and Expulsion Policy**

The policy intends to provide parents and students with an opportunity to learn from student choices that impact themselves or others in negative ways. It is the San Diego Cooperative Charter Schools (SDCCS) Board's intent to use these experiences as teachable moments backed with progressive consequences when deemed appropriate by the administration. School leaders will help students problem solve and develop a heightened sense of personal and community responsibility, leading to conflict resolution. The model for positive discipline will be instituted based on the guidelines set down by [Richard Ryan's article in \(2000\)](#) and restorative practices model as identified on [www.ascd.org](http://www.ascd.org)

This includes the following adult-led processes:

1. Isolate (meet one-on-one with the student),
2. Ask and Listen (listen to the child's side of the story),
3. Speak and Specify (a strong, calm, well-reasoned, focused message),
4. Offer (offer positive reinforcement),
5. Decide and Act (support the child in a responsible plan that is mutually agreeable).
6. Decisions made with students involved in an incident will include restorative work. Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness.

When student behaviors and/or acts are serious in nature and meet one of the acts listed in California Education Code 48900, the suspension and/or expulsion process will be instituted. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment for all students. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The principal or vice principal of the school and a staff member serving as acting principal when the principal is absent have the authority to suspend students when necessary. The school will maintain records of all suspensions and will report the suspension of any students to state and federally mandated parties including the suspension of special education students.

While suspension and expulsion are to be regarded as a last resort, this suspension and expulsion policy is communicated to parents and students in the parent and student handbooks.

Per Education Code 48900 *et al.*, students at SDCCS may be suspended for the following offenses. Items marked with a \* are offenses that may require police contact and a recommendation for expulsion:

- Physical injury to another person\*
- Possession of weapons\*
- Possession/use of illegal substance\*
- Robbery/Extortion
- Damage to school or personal property\*
- Obscenity
- Vaping and tobacco use: See details of vaping and tobacco use policy
- Drug paraphernalia\*
- Receiving stolen property\*
- Possession/use of imitation firearm\*
- Sexual assault/battery\*
- Harassment
- Selling prescription drugs\*
- Hazing\*
- Aiding & Abetting
- Sexual Harassment (grades 4-8)
- Hate violence\* (grades 4-8)
- Intimidation through harassment/threats\* (grades 4-8)
- Terroristic threats\*

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension or expulsion and will be provided with a copy of their due process rights. The student and his/her parents shall also be given an opportunity to meet with the school principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension.

If a student is to be suspended for more than five consecutive days to 20 total days within the year, or if expulsion is recommended, the following procedures apply.

The student must be given written notice of the proposed long-term suspension or expulsion and of the reasons. If the student or his/her parents contest the proposed disciplinary action, they will have ten business days from the date of delivery of the written notice of suspension or expulsion to declare in writing their request for an appeal that is to be submitted to the principal.

In necessary situations, an Expulsion Committee will be convened. The Expulsion Committee



will be made up of the executive director, at least one school administrator and one staff member that had no direct association with the disciplinary actions to be reviewed.

The Expulsion Committee will convene and respond to the appeal within 15 business days. The Expulsion Committee will consider the evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the students and the School. The Expulsion Committee recommendation will be forwarded to the Board of Directors for action. The Board's decision shall be final.

The student shall have the right to be represented by counsel at the hearing before the Expulsion Committee and before the Board of Directors, in closed session (or at the student's request, in open session), to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses and School representatives.

The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights and must specify the date, time, and place of the disciplinary hearing. The disciplinary hearing shall be held within 30 days from the date the student was originally suspended.

In cases where the student is recommended for expulsion after suspension, the student will remain in suspension status until the expulsion hearing and will participate in a home study or other alternative program.

Once a charter student is expelled, rules of district residency apply. A charter-expelled district student must be treated the same as district expelled students and must comply with Education Code section 48915.1. The School will notify the District of any expulsions and will forward the student's residence and records.

Charter school practice (for suspensions and expulsions) for Special Education students will be in accordance with federal and state laws, especially in relation to the maximum number of days for which a pupil can be suspended and in those instances when a student may be suspended pending an expulsion hearing. SDCCS will use a computer-based system for recording behavior incidents including suspension and expulsion. The School Principal will notify the Special Education Administrator and consult with the SELPA if a student with an active IEP is suspended for any reason.

### **Recommended Suspension and Expulsion Guidelines**

The SDCCS community embraces following guiding principles for conduct between and among all members of our school community:

- Respect Yourself.
- Respect Others.
- Respect the Environment.

Students who do harm to others or disrupt the learning process of others may experience

additional consequences as noted below:

- Loss of short term privileges at school.
- Detained in class for a specified period of time.
- Detained in the office for a specified period of time.
- Loss of school privileges such as field trips, dances, lunch zones, and walking in graduation.
- In-school suspension.
- Out-of-school suspension.
- Expulsion.

Effective January 1, 2009 school officials may suspend or recommend for expulsion students who participate in sexual harassment, hate violence or severe or pervasive intentional harassment, threats, or intimidation that are committed personally or by means of an electronic communications device or systems.

Students who are suspended are to remain at home during school hours under the direct supervision of the parent or guardian. Suspended students are prohibited from entering the premises of SDCCS except in connection to an authorized or official meeting related to the suspension. If a student is recommended for expulsion a five-day suspension will be issued until action is taken on the recommended expulsion.

### **Weapons, Violent Acts, and Fighting**

The SDCCS Board believes in the principal and/or principal designee's judgment. Possession and/or use of weapons, violent acts, and fighting will not be tolerated. Students may be suspended and recommended for expulsion for these acts. Students are subject to arrest if having or using the weapon violates the law. Weapons include guns, knives, BB guns, replica guns, explosives, fireworks, or any object that is used in a threatening or harmful manner. Carrying any kind of knife (for example, a pocket knife or butter knife) is not allowed. Any object used in a threatening manner will be considered a weapon even if its normal use is not as a weapon. Students who are involved in repeated fights that cause physical injury will be recommended for expulsion.

### **Alcohol, Tobacco, Vaping and Other Drugs**

SDCCS prohibits alcohol, tobacco, and other drug use on all school campuses, at sponsored events, and going to and from school or school-sponsored events. The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation. Vaping and E-cigarettes are treated the same as smoking at SDCCS. It does not matter if a student claims he/she is vaping something without nicotine, vaping, or having the paraphernalia is against school rules. Electronic cigarettes

(e-cigarettes) are battery-powered devices that deliver nicotine, flavorings, and other ingredients to the user. Using e-cigarettes is sometimes called “vaping.” E-cigarettes do not create harmless “water vapor” – they create an aerosol that can contain harmful chemicals.

At SDCCS, student tobacco use, including vaping, is best addressed through a comprehensive approach including policy, education, and incorporation of information into the curriculum. SDCCS staff and parents are partners in educating students about the dangers of smoking and vaping. If a student is found vaping or smoking on campus, parents will be notified immediately. Parents must agree to partner in educating their child about the dangers of smoking. The student will be asked to complete an online educational program to learn of the risk factors of vaping/smoking and present their findings with the counselors or administrators.

[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Parents-Need-to-Know-20190327-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Parents-Need-to-Know-20190327-508.pdf)

Although SDCCS will work with families and the community to proactively teach students about the dangers of smoking, a student can be suspended if he/she is found in possession of tobacco/vaping paraphernalia on the third offense.

Students found to be selling or furnishing controlled/prohibited substances, or in possession of an amount of a controlled/prohibited substance determined to be for more than personal use, will be recommended for expulsion on the first offense.

For possession or use of a controlled/prohibited substance, expulsion will be recommended on the third offense.

### **Harassment**

In accordance with Education Code section 32261, SDCCS is committed to making schools free from any kind of harassment, including sexual harassment, and prohibits such actions by any person in the educational setting. Harassment is defined as any verbal or nonverbal conduct that has the purpose or effect of a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

### **Sexual Harassment**

SDCCS is committed to making the schools free from sexual harassment. Sexual harassment is a violation of the CA Ed Code, **Section 212.6 and 48900.2**. This means that SDCCS prohibits harassment made by someone from or in the educational setting. Sexual harassment can be such actions as unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. SDCCS prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance or creates an intimidating, hostile, or offensive educational environment. SDCCS further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

### **Bullying, Harassment, and Intimidation Policy**

Bullying (including cyberbullying), harassment, or intimidation in any form are prohibited at school or school-related events (including off-campus events, school-sponsored activities, school buses, any event related to school business) or outside of school hours with the intention to be carried out during any of the above.

Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. SDCCS further prohibits the inciting, aiding, coercing, or directing others to commit acts of bullying or cyberbullying, harassment, or intimidation. Any staff member who observes overhears, or otherwise witnesses such actions or to whom such actions have been reported must take prompt and appropriate action to stop the behavior and to prevent its recurrence. Students who observe, overhear or otherwise witness such actions must report them to a staff member. Parents or guardians and visitors are also encouraged to report the behavior to a staff member. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

### **Policy for Bullying Prevention**

SDCCS believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. SDCCS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions which include using social media, email, and text. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Acts of this nature shall be considered bullying when the elements of bullying behavior are also present. The three elements of bullying include: (1) a power differential (either in physical size or popularity); (2) repetitive; (3) and intentional.

SDCCS expects students and/or staff to immediately report incidents of bullying to the principal or designee. All staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be documented by a referral to the principal and be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off-campus, and during any school-sponsored activity. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

### **Students in violation of this policy are subject to progressive disciplinary as follows: (The principal has broad discretion to alter the consequences recommended below)**

First Incident: Verbal Warning and parents may be notified.

Recorded in writing by a referral to the school counselor; the counselor investigates the incident, identifies the elements of violation (power difference, repetitive, and intentional). The counselor notifies the principal. The principal meets separately with the victim, the perpetrator, and any

witnesses. The principal notifies the staff and will likely contact the parent.

Second Incident: Consulting with principal, counselor and could be up to two Days In-School Suspension.

Recorded in writing by a referral to the principal; principal investigates the incident, notifies the parent, notifies all staff, and places the student on two days of in-school suspension.

Third Incident: Up to two Days Out-of-School Suspension.

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent, notifies all staff; and places the student on four days of suspension.

Fourth Incident:

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent; and places the student up to a five days of suspension pending expulsion.

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### **Criterion 5- Notification to teachers of dangerous pupils on site**

When the principal receives information from the court and/or the Probation Department regarding students who previously have committed violent or dangerous crimes, such information will be made available to teachers, counselors, and administrators with direct supervisory experience over the student in order to enable staff to (a) work with the student in an appropriate fashion, (b) avoid being needlessly vulnerable, and (c) protect other persons from needless vulnerability.

Teachers, counselors, and administrators may access such information through the office manager who maintains a notebook for this purpose. Any such information received by a teacher, counselor, or administrator shall be confidential and shall not be disseminated further.

### **Criterion 6- Harassment policy**

Harassment: SDCCS requires each student and employee to exhibit, in both conduct and communications, sound judgment and respect for the feelings and sensitivities of every other student and employee of the school. Verbal or physical conduct by a student or employee that harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile work environment will not be tolerated. Harassment of any student by another student will not be tolerated. This policy prohibits harassment of any kind, but particularly that related to race, color, sex, religion, national origin, age, sexual orientation, marital status, any handicap, or any medical condition or disability.

SDCCS will treat allegations of harassment seriously and will review and investigate such

allegations in a prompt, confidential, and thorough manner. Substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary actions, up to and may include dismissal. Refer to the student code of conduct for possible actions taken including restorative practices and/or suspension in or out of school.

Harassment occurs when an individual is subjected to treatment or a school environment, which is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur at any time during school or during school-related activities. It includes, but is not limited to, any or all of the following:

**VERBAL HARASSMENT:** Derogatory comments and jokes: threatening words spoken to another person:

**PHYSICAL HARASSMENT:** Unwanted physical touching contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement:

**VISUAL HARASSMENT:** Derogatory, demeaning or inflammatory posters, cartoons, written words, drawings, gestures: and

**SEXUAL HARASSMENT:** Includes unwelcome sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Refer to the Student Code of Conduct for specific behaviors on campus and online that will be considered harassment.

**Recording a Complaint: SDCCS encourages prompt reporting of complaints so that rapid response and appropriate action may be taken. This policy not only aids the complainant but also helps maintain an environment free from harassment for all employees. Any student or employee who believes he or she has been harassed should promptly report the facts of the incident to the principal. A report made about the principal should be made in writing and can be given to the Executive Director. The school will investigate any complaints and take appropriate corrective action.**

**Disciplinary Action:** The school may take disciplinary steps, up to and including discharge, against an employee who engages in any type of harassment.

### **Criterion 7- The provisions of school-wide dress code.**

SDCCS has set a dress code that requires students to dress appropriately for their age and the event. This means that students need to wear attire that is neat in appearance and appropriate for school. Their clothing shall not be a substantial disruption of school and school-related activities. This code is for the health and safety of the school environment. The following are the guidelines for San Diego Cooperative Charter School:

- Attire should protect the health and safety of the students; this includes personal cleanliness.
- Attire should not interfere with the educational process.

- Attire should not advertise and/or advocate involvement in gang activity, or the use of alcohol, drugs or tobacco. This also applies to garments with writing or pictures that are obscene, suggestive, or depict violence.

### **Criterion 8- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.**

Site emergency preparedness plan includes a site map, designating planned evacuation routes, assembly areas, utility shut-off valves, first aid/supply stations, and designated areas for prolonged student/staff care.

\*Refer to the COVID-19 documents for school safety guidelines and protocols specific to keeping students and staff health and safety the priority when returning on campus during the COVID-19 pandemic.

As required by state law, each Principal Site Administrator shall conduct safety drills periodically (including fire, earthquake/disaster preparedness, and lockdown drill) to maintain awareness of procedures.

All faculty will review the site evacuation procedures at the first staff meeting prior to each semester.

### **Criterion 9- Safe and orderly school environment.**

Students are under the direct supervision of staff members at all times while in school, or while attending a school-directed activity. The discipline policies of SDCCS are designed to establish and maintain an environment in which students and staff members can perform effectively in the school setting so that each student can exercise his or her right to obtain the best education possible. Social and emotional curriculum is an integral part of the SDCCS community. Teachers and school counselors explicitly teach students positive communication skills including ways to engage in difficult conversations with people with different perspectives and opinions. Teachers create a safe and responsive classroom environment by allowing students to co-create classroom norms and expectations.

#### **SDCCS SEEKS TO ENSURE THAT STUDENTS:**

- may express their opinions and have them heard and respected as long as the opinions are expressed in a responsible and timely way.
- should have a positive learning environment and access to a curriculum that celebrates inclusion and respect for the experiences of students with cultural backgrounds, gender identity, and sexual orientation.
- should be respected as individual human beings.

- should be able to learn according to their abilities and achievement levels.
- should receive fair and consistent treatment in class.
- should be able to attend school without having their person or property threatened or harassed.

**SDCCS ASSUMES PARENTS WILL:**

- cooperate with school authorities in maintaining and encouraging proper standards of behavior for children.
- serve as a role model for young people by setting high standards for themselves and modeling positive behavior and communication, including problem-solving while on campus, during drop off and pick up and while attending school events.
- conscientiously endeavor to stay informed of school activities, policies, and academic standards and actively work to support the goals and mission statement of the school.
- communicate their concerns about their student’s progress and well being in a timely, respectful manner that seeks to understand and collaboratively develops solutions to problems.

**SDCCS EXPECTS STAFF WILL:**

- support the policies and expectations of the school.
- serve as a role model for young people by setting high standards for themselves.
- respect the rights, property, and opinions of their students.
- provide challenging learning opportunities for all students that are respectful of students experiences, learning styles, cultural background, and gender identification.
- provide meaningful curriculum that reflects the experiences, accomplishments, and challenges of men and women from many different cultural backgrounds.

**SDCCS Virtual Classroom Code of Conduct**

SDCCS is dedicated to maintaining a safe, productive, participatory learning environment. In order to maximize learning time and promote positive behaviors we have developed clear expectations to support student learning and to promote positive relationships with students and staff. If behavior incidents arise that disrupt the learning process or threaten student and staff safety our response will be to minimize the impact of the incident, work with students and staff to repair the harm, and address the underlying needs behind student behaviors.

Teachers, administrators, and families will all participate in the process of making sure all students are aware of the expectations for behavior using technology online and in the classroom. All students must sign that they understand and agree to abide by the norms and expectations before having access to online classes and use of technology on campus.



If, after steps have been taken to address the cause of the behaviors a student continues to engage in disruptive, harmful behavior the school has the right to revoke online privileges for an appropriate amount of time and/or work with the family to find alternative means for the student to access curriculum.

**Submission or Posting of Inappropriate Content:**

In order for virtual classroom sessions and the use of technology to be safe and educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct for technology use online and in the virtual classroom. This includes posting to online classroom platforms such as Google Classroom, emails and texts to staff and students.

1. Students' written and oral communications must be free of vulgar, belittling, or offensive language towards staff and fellow classmates. This includes references to illegal substances and weapons. Students are not allowed to submit, post, write about, or otherwise promote any inappropriate content in any of their online class meetings or online classroom platforms such as Google Classroom. This includes drug-related content, sexually explicit content, or anything that violates laws or the generally accepted standards of school appropriateness.
2. No one should be subjected to harassment at school or online for any reason. Therefore, it is school policy that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action that will also include the student repairing the harm done to others.
3. Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. Students must abide by norms and guidelines established by

the teacher for assignments or online class meetings. This includes engaging in a way that follows the expectations listed in the SDCCS student code of conduct.

4. Students must use their real name when logging on to class meetings and through the entire online session. Teachers will not allow students to enter an online meeting if they are using a name different from the name the student goes by in class. Students will be responsible for getting the information they miss if they are not allowed into a class meeting because they logged in with a different name. Students will be expected to make up the learning missed if they are not let into a class meeting.

5.) Students must only post what teachers have requested online and refrain from posting memes, emoji, and unrelated content that will distract from the learning platform.

#### **Actions are taken when a student violates the Code of Conduct:**

**1st incident for violating Code of Conduct 1-3:** Depending on the nature of the behavior the teacher will communicate with administrators and the team will meet with the student and parents to:

- a) Determine how the student should make repairs to the members of the community who the harm was done and to determine what types of support the student needs to change behavior.

#### **Supports include but are not limited to:**

- Regular check-ins with counseling team or case manager if the student has an IEP
- Close supervision from parents while using technology at home.
- Stricter controls are put on the student's computer, giving them limited access to web content and online interactions with peers.
- Revoke technology for a specific amount of time. If a student loses the privilege to use technology he/she will be given an alternative way to engage in the curriculum and communicate with teachers. Before technology privileges are returned, the student will need to participate in a reflection process with the team to communicate he/she understands why technology was revoked and articulate a plan for success moving forward.
- If the behavior of the student constitutes any of the items listed for harassment or bullying or includes sexually explicit content, references to weapons or drugs, the

student may be suspended from school activities for a specified period of time. Refer to suspension policies.

\*All incidents of violations of 1-3 will be documented and will be part of the student's educational record.

**2nd violation of Student Code of Conduct:**

The team will meet to determine several possible actions including:

Loss of technology privileges without an adult present to supervise and coach the student how to appropriately engage with others and curriculum online. If SDCCS is in the distance learning model due to COVID-19 the adult present must be a parent or guardian who is able to actively supervise the online interactions with a student. If the student is on campus SDCCS may ask the parent to supervise the student or when possible have a staff member supervise and coach the student. If an adult is not available to work with a student then the student will be given paper/pencil tasks to replace online curriculum. It will be the responsibility of the student to turn in alternative work assigned to teachers in a timely manner. The student may be asked to participate in an educational program about safe internet activity and engagement. If the school makes such a request, parents/guardians will be expected to make sure the student completes the required program to help prevent any future incidents.

If the harmful student behavior continues and includes any of the items listed on Education Code 48900 *et al.* the student may be suspended or expelled from school activities. Refer to suspension and expulsion policies.

**1st violation for violating code of conduct 4-5:**

- The teacher will meet with the student and give them clear guidelines and pathways to change his/her behavior. The teacher will communicate with the parent/guardian to inform them of the student behavior.
- The student will communicate to teachers a clear understanding of the inappropriate behavior and what changes are expected.

**2nd violation:**

Teacher notifies administration, parents, and includes appropriate staff such as counseling or case managers. The incident is documented in a manner similar to a referral which will be included in the student's file. The team meets with the student to determine the appropriate action to take depending on the behavior:

- Regular check-ins with counseling team or case manager if the student has an IEP
- Close supervision from parents while using technology at home.
- Stricter controls are put on the student's computer, giving them limited access to web content and online interactions with peers.
- Revoke technology for a specific amount of time. If a student loses the privilege to use technology he/she will be given an alternative way to engage in the curriculum and communicate with teachers. Before technology privileges are returned, the student will need to participate in a reflection process with the team to communicate he/she understands why technology was revoked and articulate a plan for success moving forward.

### **Suicide Prevention Policy**

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students. Our comprehensive Suicide Prevention Policy is included as an appendix to the School Safety Plan. Included in the Suicide Prevention Policy are sections to address prevention, intervention, and postvention. Education and training are integral components of the plan to ensure staff, students, parents, and caregivers are well informed.

### **COVID Health and Safety**

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health & safety information, and infection control practices (handwashing, face coverings)
- Classroom, meal, and cleaning practices
- School practices, personal protective equipment, management and isolation of students showing sign of illness

An important step to supporting safety in SDCCS is allowing at-risk students and staff to stay home and ensuring that all suspected or confirmed cases of COVID-19 are immediately quarantined. It is thus important for us to provide Independent Study to support students who are in and out of school for health reasons. It is also likely that we may need to be prepared for distance learning in situations in which schools need to close temporarily to prevent further spread of the virus.

## Temperature Check Process

### Entering Campuses

#### **i. Passive Screening.**

Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

#### **ii. Active Screening.**

Engage in symptom screening as students and staff enter campus which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.0 degrees Fahrenheit).

- If the student or employee's temperature reads over 100.0 F, the employee will be asked to return home out of an abundance of caution.
- If they have a fever, flu-like symptoms, shortness of breath, etc., the employee will be asked to seek medical attention – telehealth is the first option for immediate care.
- We will follow the decision tree provided by CPHD to determine the student or employee's return.
- If an employee is diagnosed with COVID-19, the employee needs to contact their manager, front office or human resources immediately.

### **Communication and Reporting**

- All participants should be provided a flyer about COVID-19 and asked to connect with their employer/HR representative with additional questions as needed.

## PPE

Who needs a mask?

- Everyone over 2 years of age

Who shouldn't wear a mask?

- Children under 2 years old
- Anyone with respiratory issues where it would impede their breathing
- Anyone unable to remove the mask without help

Note: If you are not able to wear a mask because of medical reasons you will be required to wear a face shield.

Kinds of masks

There are many kinds of masks, but these are the 2 most common:

### **Cloth mask or face covering**

How well do cloth face coverings work to prevent spread of COVID-19?

There is scientific evidence to suggest that use of cloth face coverings by the public during a pandemic could help reduce disease transmission. Their primary role is to reduce the release of infectious particles into the air when someone speaks, coughs, or sneezes, including someone who has COVID-19 but feels well. Cloth face coverings are not a substitute for physical distancing, washing hands, and staying home when ill, but they may be helpful when combined with these primary interventions.

[https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings\\_06-18-2020](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020).

This is cloth used to cover the nose and /mouth, tied behind the head, or secured over the ears with elastic. It is made of cotton, silk, linen, or neoprene, and can be machine-made or hand-sewn. A homemade version can be improvised from a scarf or t-shirt.

Most people should wear a cloth mask. This is so there can be enough surgical masks and N95 masks for medical personnel.

Wearing a cloth mask doesn't take the place of social distancing. It is effective when combined with keeping a 6-foot distance from others.

Use and care: Wear a clean mask every time you go out. Wash in the laundry or by hand between uses. See more instructions from the [California Department of Public Health](#).

How should I care for a cloth face covering?

It's a good idea to wash your cloth face-covering frequently, ideally after each use, or at least daily. Have a bag or bin to keep cloth face coverings in until they can be laundered with detergent and hot water and dried on a hot cycle. If you must re-wear your cloth face covering before washing, wash your hands immediately after putting it back on and avoid touching your face. Discard cloth face coverings that:

- No longer cover the nose and mouth
- Have stretched out or damaged ties or straps
- Cannot stay on the face
- Have holes or tears in the fabric

Where to find: Many online sellers now offer masks in a variety of materials. You can also make your own. Read how in this [cloth mask guidance from the CDC](#).

### **Surgical mask**

This is a manufactured paper mask, often used in surgery. Medical personnel wear surgical masks, but so do workers in:

- Manufacturing
- Food processing
- Community/social services
- Social work
- In-home daycare
- Law enforcement/public safety
- Schools

Use and care: Start with a new mask every day. Replace and dispose of it according to your workplace guidelines.

SDCCS will provide PPE for any students or staff who do not have facial coverings.

Teachers are allowed to wear face shields if their mask is impeding the learning of students due the reading of lips or a lack of facial reactions.

The following individuals are exempt from wearing a face-covering:

- Persons age two years or under. These very young children must not wear a face-covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face-covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
- Persons who are seated at a restaurant or other establishment that offers food or beverage service, while they are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence. • Persons who are engaged in outdoor work or recreation such as swimming, walking, hiking, bicycling, or running, when alone or with household members, and when they are able to maintain a distance of at least six feet from others.

**The guidance does not give schools the discretion to make face coverings optional, or to create their own standard for enforcement.** Schools are required to enforce the mandate using local policies and protocols to bring about compliance. Based on information received from CDPH, students who refuse to wear masks indoors may not participate in in-person instruction indoors.

We have been advised of the following risks and liabilities a district or school may find itself exposed to should it fail to or refuse to follow state and local face covering requirements:

- The San Diego County Risk Management Joint Powers Authority has stated that failing or refusing to implement and enforce state guidance could result in a loss of coverage for liability claims related to COVID-19.
- SDCOE's legal services department warns that willfully refusing to implement mandated COVID-19 prevention measures could negate the immunity that may be granted to a public entity, and increase liability for damages.
- Cal/OSHA has provided that local educational agencies that fail to or refuse to enact requirements issued by the CDPH can also be cited for violations related to employee safety.
- The current San Diego County public health order states: "Pursuant to Health and Safety Code section 120175.5 (b), all governmental entities in the county shall continue to take necessary measures within the governmental entity's control to ensure compliance with



State and local laws, regulations, and orders related to the control of COVID-19.” Therefore, school leaders should be mindful of the provisions outlined in Health and Safety Code Section 120295, which provides that anyone who fails to comply with local health orders may be subject to a misdemeanor, fines, and/or imprisonment.

## **WHEN AN EMPLOYEE IS OR IS SUSPECTED OF BEING INFECTED WITH COVID-19**

### Employee Considerations:

- Contact their principal, front office or Human Resources (subject to local privacy laws and local guidance from health authorities).
- We will use the CDPH decision tree to guide decisions around staff return.

### SDCCS Considerations:

- Consider creating a timeline of the employee’s schedule for 7-14 days.
- Assess whether to issue a communication to at-risk employees or impacted community.
- Staff and students who have been in close contact with a person who is suspected of having COVID-19 are to be instructed to stay home for the recommended quarantine period, currently 14 days, or as directed by local health authorities.
- Where there is a need to notify the community, care should be given to protect the identity of the infected individual, unless it is impossible to do so under the circumstances.
- The facility will be cleaned and disinfected immediately.

### Additional Considerations:

- SDCCS will work with local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, including identification of new potential cases of COVID-19.
- PD for all staff on performing cleaning and trash pick-up activities to recognize the symptoms of COVID-19. SDCCS will develop policies for worker protection and provide training to all cleaning staff on-site prior to providing cleaning tasks. Training

should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.

- SDCCS will ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard (29 CFR 1910.1200).
- SDCCS will comply with OSHA's standards on Bloodborne Pathogens (29 CFR 1910.1030), including proper disposal of regulated waste, and PPE (29 CFR 1910.132).

### **Community Members Who Are At Higher Risk**

People of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
  - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

### **Class Spaces**

Creating conditions for high-quality teaching and learning, while also maintaining as much physical distance as possible on school campuses, necessitates an overhaul of logistics, structures, and schedules across every facet of the school's programs. The Administration Team must engage in a thorough consideration of the needs and options for establishing schedules and processes that meet the needs of all students and staff, while also applying innovative models to protect the health and safety of our SDCCS community.

Physical distancing has two main components, as identified by the U.S. Centers for Disease Control and Prevention and the World Health Organization: keeping individuals at a safe distance from one another (3 to 6 feet where applicable) and reducing the number of people with whom an individual interacts face-to-face.

SDCCS will take various approaches to accomplish physical distancing at school, including keeping students in a stable homeroom class, seating students farther apart with assigned seats,

canceling large-scale gatherings and events when case rates have risen, and using staggered school schedules so that fewer students attend school at the same time or are congregated in common areas at one time.

### **Consideration around space**

- Gather data on current facilities to determine to schedule
  - Usable learning spaces in classrooms given physical distance guidelines - not sq footage
  - Alternate facilities that can be used for learning: outside, auditorium, study hall, and lunch areas
- Student start times should vary by students' grade level or specific needs to reduce the gathering of larger numbers at one time.
- What are feasible yet safe physical distancing expectations? 3-6 feet is recommended at all times.
- Staffing considerations need to be made and they need to consider what staff might be available to teach or monitor small groups.

### **Physical Distancing Outside of Class**

SDCCS will need to consider how to keep students and staff at a safe distance from one another outside of class, particularly during arrival and dismissal, mealtimes, recess, and class changes. We will stagger start and end times and to have designated routes to class with multiple entrances to avoid having students and families congregate. Family members and visitors are not allowed on the school premises, except when scheduled and proof of vaccination or a covid test within three days is provided.

A protocol of handwashing before and after meals will be in place. Students will be spaced well apart and stay with homeroom groups; and COVID approved standards for handling food and utensils and cleaning tables. Shared food and buffet-style meals are not allowed. Typically, students eat outdoors 6 feet apart from each other at outside tables.

Outdoor playtime and breaks are allowed in small, supervised groups and whole class cohorts.

## Field Area:

- Hold activities in a large, well-ventilated area or outdoors
- Completely sanitize all equipment at the end of the day.
- Personal items and equipment should not be shared between classes.
- Participants must remain with the same group and not mix with, or rotate to, other groups
- Multiple groups can practice in one large area as long as separate groups are able to physically distance from one another and do not mix or interact in any way
- Stagger cohorts of participants to ensure physical distancing and avoid mixing participants in high traffic
- Use visuals (i.e. marks on the ground) and give frequent reminders for practicing physical distancing
- The students will wash hands before and after using playground equipment.

## Physical Distancing Guidelines

- Implement measures to ensure physical distancing of at least three to six feet between students where applicable. This can include use of physical partitions or visual cues (e.g., floor markings or signs to indicate where employees should stand).
- Close or restrict common areas, using barriers, or increasing physical distance between tables/chairs where personnel are likely to congregate and interact, such as kitchenettes and break rooms, and discourage employees from congregating in high traffic areas such as bathrooms, hallways, and stairwells.
- Establish directional hallways and passageways for foot traffic where possible
- Designate separate routes for entry and exit into office spaces to help maintain social distancing and lessen the instances of people closely passing each other.
- Post signage regarding these policies.
- Utilize work practices, when feasible and necessary, to limit the number of employees at the office at one time. This may include scheduling (e.g. staggering start/end times), establishing alternating days for onsite reporting, returning to the office workspace in phases, or continued use of telework when feasible. Stagger employee breaks, within compliance with wage and hour regulations, to maintain physical distancing protocols.
- Dedicate staff to direct guests to meeting rooms upon entry to office space rather than congregating in lobbies or common areas.

- Install production transfer-aiding materials, such as shelving and bulletin boards, to reduce person-to-person production hand-offs.

## **Hygiene and Cleaning**

Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. U.S. Centers for Disease Control and Prevention’s recommendations for frequent hand washing and cleaning of commonly touched surfaces to mitigate the virus will be applied to our daily routines. SDCCS will follow recommendations from OSHA on the use of disinfectants and allowable chemical use in schools. Handwashing, masks and cleaning will all assist in keeping staff and students safe. We have increased our cleaning protocols to include increased cleanings of frequently touched surfaces.

## **Masks**

As of right now, masks are required at all times for teachers, as well as for students as young as 2 years of age. For students and staff that do not have masks the school will provide students and staff with masks to wear at school.

## **Handwashing**

Frequent handwashing is recommended sometimes as often as every 2 hours. Teachers at SDCCS will both teach to and schedule these times into their day, safety will be a priority. Teaching of healthy habits, and guidance requires school employees to receive training on hygiene standards which will be provided before school.

## **Cleaning**

SDCCS will wipe down high-touch areas, such as doorknobs and desks, up to every 2 hours while students are present. Our new HVAC and filtration system will exceed the recommended filtration system with a pleated filter with minimum efficiency reporting value (MERV) 13 for the air handler units.

## **Cleaning and Disinfecting Protocols**

- Perform thorough cleaning on high traffic areas such as copiers and lunch areas, and areas of ingress and egress including stairways, stairwells, handrails, and elevator controls. Frequently disinfect commonly used surfaces including doorknobs, toilets, and handwashing facilities.

- Provide time for workers to implement cleaning practices during their day. Cleaning assignments should be assigned during working hours as part of the employee’s job duties.
- Adjust or modify hours to provide adequate time for regular thorough cleaning and disinfection of office spaces.
- Avoid sharing phones, other work supplies, or office equipment wherever possible.
- Never share PPE. Where such items must be shared, disinfect between shifts or uses, whichever is more frequent, including the following: shared office equipment such as copiers, printers, telephones, 6 keyboards, staplers, surfaces in reception areas, shared workstations, etc., with a cleaner appropriate for the surface.
- Ensure that sanitary facilities stay operational and stocked at all times and provide additional soap, paper towels, and hand sanitizer when needed.
- When choosing cleaning chemicals, employers should use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions. Use disinfectants labeled to be effective against emerging viral pathogens, diluted household bleach solutions (5 tablespoons per gallon of water), or alcohol solutions with at least 70% alcohol that are appropriate for the surface.
- Provide employees training on manufacturer’s directions and Cal/OSHA requirements for safe use.
- Workers using cleaners or disinfectants should wear gloves as required by the product instructions.
- The air filter has been upgraded to MERV 13 in the new building.

**Criterion 10- Safe school planning committee make up.**

2020-2021

Safe School Planning Committee

Executive Director - Sarah Saluta

Principal - Kathy Osterhout

Vice Principal - Bernie McFarland

Staff feedback was provided via surveys

**San Diego Cooperative Charter School**

# **Disaster Plan- Partially Redacted 2020-2021**

**Principal Designations  
2020-2021**

**Principal: Kathy Osterhout  
Vice Principal: Bernie McFarland**

**Key Staff Members:  
Office Staff: Ricardo Guererro  
Clerk: Erica Briseno  
Instructional Tech: Andy Yen**

**Business Manager: Janna Hemphill**

**San Diego Cooperative Charter School**  
**Emergency Procedures**

Table is blank for SECURITY PURPOSES

<b>Fire</b>	<b>Earthquake</b>	<b>Disaster of another nature (lock down)</b>
short bells repeated continuously	one long bell followed by short bell repeated continuously	one long continuous bell



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**Prolonged Emergency Procedures  
Team Responsibilities**

The Table Is Blank for SECURITY PURPOSES

Emergency Operations Center (E.O.C.) Principal/Designee: Sarah Saluta, Kathy Osterhout, Bernie McFarland		
Location (EOC)	Responsibilities	
<b>Reunion Gate NO PARENTS ARE</b>		

<b>TO ENTER THE CAMPUS. ALL STUDENTS TO BE RELEASED VIA THE GATE NEXT TO CONFERENCE ROOM 1 (Computer Lab)</b>		
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**San Diego Cooperative Charter School**  
**TEAM Responsibilities CONTINUED**  
 The table is blank for SECURITY PURPOSES

<b>First Aid Team</b>		
<b>Location:</b>	<b>Materials to bring to the triage area</b>	<b>Responsibilities of the team:</b>

The table is blank for SECURITY PURPOSES

<b>Morgue</b>		
<b>Erica Briseno</b>		
<b>Location:</b>	<b>Materials: Nurse's Office</b>	<b>Responsibilities of the team:</b>

**San Diego Cooperative Charter school  
TEAM Responsibilities CONTINUED**

<b>Campus/Site Security Team</b>		
<b>Erica Briseno, Ricardo Guerrero or other designated front office staff</b>		
<b>NO PARENTS ARE TO ENTER THE CAMPUS. ALL STUDENTS TO BE RELEASED VIA THE GATE NEXT TO CONFERENCE ROOM 1</b>		
<b>Location:</b>	<b>Materials:</b>	<b>Responsibilities:</b>

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**San Diego Cooperative Charter School**  
**TEAM Responsibilities CONTINUED**  
 The table is blank for SECURITY PURPOSES

<b>Search and Rescue Team</b> <b>Team 1: Monique Garcia, Janna Hemphill</b> <b>Team 2: Andy Yen, Marisela Barajas</b>		
<b>Location:</b>	<b>Materials:</b>	<b>Responsibilities:</b>

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**San Diego Cooperative Charter School  
TEAM Responsibilities CONTINUED**

<b>Student and Staff Accountability Team</b>		
<b>All classroom teachers, students and classroom staff</b>		
<b>Location:</b>	<b>Materials:</b>	<b>Responsibilities:</b>

**ALL STAFF IS EXPECTED TO REMAIN ON CAMPUS (UP TO THREE DAYS) UNTIL THEY HAVE BEEN RELEASED BY THE ADMINISTRATION. PLEASE MAKE ARRANGEMENTS WITH FAMILY MEMBERS IN THE EVENT OF A PROLONGED SITUATION.**

**Special Information For Parents**

*Telephones/Communications*

In the event of an earthquake, flood or other natural disasters, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the

lines open for emergency calls.

### *Dismissal*

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

### *Student Release Procedure*

1. Go directly to the entrance of the school or evacuation area.
2. Inform the teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with the child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release forms until they are ready to leave.

### *If You Can't Get to the School*

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

### *Food and Water*

In the event that children would need to remain on campus for several hours after any sort of a

disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

## Room Check Team 1

Room	Injured/Trapped/Expired Person(s)	Damage Assessment
Office		
Nurses Office including bathroom		
Counseling Office		
Learning Center		
Admin Offices		
K-1		
K-2		
K-3		
Hallway between K-2 and K-3		
Kindergarten Playground		
Supply Room		
Storage Room		
Study Hall		



Sped Office		
Women's bathroom		
Men's bathroom		
Auditorium		
Music Office		
Kitchen		

**Room Check  
Team 2**

<b>Room</b>	<b>Injured/Trapped/Expired Person(s)</b>	<b>Damage Assessment</b>
1		
2		
3		
4		
5		
6		
Boys Bathroom		
Girls Bathroom		
7		
8		
9		
10		
11		

12		
Tech Office		
PE Office		
Boys Bathroom		
Girls Bathroom		

# Emergency Form

**Teacher:** \_\_\_\_\_ **Room Number:** \_\_\_\_\_

**Number of Students Here:** \_\_\_\_\_ **Number of Students Absent:** \_\_\_\_\_

**Names of Absent Students:**

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**Names of Injured Students but were taken care of by you (minor cuts):**

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**Notes for the EOC:**

**Student Release Form**  
**Must have ID to Release Students**

**Directions: Record who the student is released to directly on the enrollment cards in the emergency binder. Use this form ONLY if an Enrollment card is not available.**

**Parent Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Names of students being released**

**Room Number**

_____	_____
_____	_____
_____	_____

**Comments:**



## **San Diego Cooperative Charter School Flu Pandemic Plan**

San Diego Cooperative Charter School (SDCCS) is dedicated to the health and wellbeing of its community. This Pandemic Plan has been created with the hope that we will never have to use it. In case of a temporary school shut down, SDCCS is committed to the continued education of its students and the support of its staff and families.

Pandemic flu is not seasonal flu. A flu pandemic occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could, therefore, overwhelm normal operations in educational settings. Read more about the important differences between seasonal flu and pandemic flu.

The 2009 H1N1 pandemic was a reminder to be prepared for the unpredictable nature of pandemics. Knowing in advance which subtype of the pandemic virus will emerge is impossible, as is where and when it will emerge, how quickly the virus will spread, how severe the illness will be, and who will be the most affected. Because of this unpredictability, pre-pandemic planning must be broad and flexible.

An influenza pandemic can range from mild to extremely severe in terms of clinical severity and transmission rate. When a pandemic emerges, public health authorities should assess its projected impact and recommend rapid action to reduce virus transmission, protect populations at high risk for complications, and minimize societal disruption.

As educators we play a key role in flu readiness. Planning for and practicing Non-Pharmaceutical Interventions (NPI) actions will help SDCCS respond more effectively when an actual emergency occurs.

NPIs that can be implemented by individual persons include the following:

- Personal protective measures for everyday use: These include voluntary home isolation of ill persons, respiratory etiquette, and hand hygiene.
  - Personal protective measures reserved for pandemics: These include voluntary home quarantine of exposed household members and use of face masks in community settings when ill. Voluntary home quarantine of non-ill household members of persons with influenza (also called self-quarantine or household quarantine) helps prevent disease spread from households to schools, workplaces, and other households because those household members have been exposed to the influenza virus. Exposed household members of symptomatic persons (with confirmed or probable pandemic influenza) should stay home for up to 3 days (the estimated incubation period for seasonal influenza) (61) starting from their initial contact with the ill person. If they then become ill, they should practice voluntary home isolation (i.e., they should remain at home until recovered as discussed previously; <https://www.cdc.gov/quarantine/index.html>).
- Voluntary home quarantine might help slow a pandemic by reducing community transmission from households with a person who has influenza because the exposed household members are at increased risk for infection.





**EVERYDAY PREVENTIVE ACTIONS**

*Everyone should always practice good personal health habits to help prevent flu.*

-  **Stay home when you are sick.** Stay home for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.
-  **Cover your coughs and sneezes with a tissue.**
-  **Wash your hands often with soap and water for at least 20 seconds.** Use at least a 60% alcohol-based hand sanitizer if soap and water are not available.
-  **Clean frequently touched surfaces and objects.**

**NPIs RESERVED FOR A FLU PANDEMIC**

*Educators should be prepared to take these additional actions, if recommended by public health officials.\**

-  **Be prepared to allow your staff and students to stay home if someone in their house is sick.**
-  **Increase space between people at school to at least 3 feet, as much as possible.**
-  **Modify, postpone, or cancel large school events.**
-  **Temporarily dismiss students attending childcare facilities, K-12 schools, or institutions of higher education.**

\*These additional actions may be recommended for severe, very severe, or extreme flu pandemics.

The rationale for use as a public health strategy, preventing the spread of disease in educational settings among children and young adults reduces the risk of infection for these age groups and slows virus transmission in the community. Components of the strategy might include preemptive, coordinated school closures and dismissals implemented during the earliest stages of a pandemic, before many students and staff members become ill. Preemptive, coordinated dismissals can be implemented by the following facilities for the following reasons:

- Child care facilities and K–12 schools
  - Children have higher influenza attack rates than adults and are infectious for a longer period than adults.
  - Influenza transmission is common in schools and contributes to school absenteeism and parental absenteeism from work.
  - The presence of school-aged children in a household is a risk factor for influenza virus infection in families.
  - Social contact and mixing patterns among school-aged children differ substantially depending on the grade and school level, during various periods of the school day, between weekdays and weekends, and between regular school terms and holiday breaks.
  - Schoolchildren can introduce the influenza virus into a community, leading to increased rates of illness among their household or community contacts.

## **SDCCS Flu Pandemic Plan**

### **Before Pandemic or Temporary School Shut Down:**

- Survey teachers to identify online capabilities (what are they already using in their classrooms?)
- Classrooms without online potential will pull reproducible lessons that can be distributed to students in case of temporary school shut down
- Consider putting into place platforms for online learning proactively (What is in place, what needs to be put into place, what do the teachers need to do to make this happen, is PD needed?)
- Consider realistic goals for continued teaching
  - Clear expectations outlined for staff
  - Clear expectations communicated for students
- Identify students and families that do not have internet connectivity or at-home devices



- Create a system for checking out devices to families
- Provide preventative supplies for families in need with ill family members

**During Temporary School Shut Down:**

- Staff communication with the student
  - Check in - online, whole group, small group and individual
- Lunch Delivery - Opt-in for students who qualify for free and reduced lunch
- Daily Admin updates to both staff and families
- Daily attendance call (robocall) with a follow-up call for those who have family members with symptoms, we will assess family needs and ways to support them and collect necessary data for the CDC
- Staff will enact their continued learning program
- Track funding - Accountability data submitted
  - All staff will log all ed related activities daily

## Teaching Staff (Teachers, Case Managers and IA's)

1. Team framework for an instructional plan is created
  - a. Consider what is in place
  - b. Set realistic goals for continued teaching
    - i. What are the priorities?
    - ii. What are the expectations?
  - c. What kind of technology do you need to meet the priorities and expectations?  
(Zoom, Google Classroom, Khan, etc.)
  - d. What do you need to learn?
  - e. Does your team need to teach students a new system?
  - f. How does your team plan to divide the work?
2. In order to support students at home staff must:
  - a. Keep a daily log of all ed work done with students
  - b. Communicate daily with students and families
  - c. 2x a week meet with students one on one or in a small group (less than five)  
Teachers will consider the best tools to check-in - phone, facetime, skype, zoom, hangouts meet
  - d. Collaborate as a teaching team to ensure all services are being provided and work divided. (Case Manager, IA's and Teachers)
  - e. Provide feedback to students on their work and learning (this can be given during one on one check-ins)
  - f. Lead teachers and teaching teams check in with admin at least once weekly

## **Administration and Executive Director Responsibilities**

1. Provide information that explains why and when schools may be temporarily dismissed. Some households may need to make alternate childcare arrangements.
2. Work to translate all communications
3. Discourage staff and students from gathering or socializing in other places when schools are dismissed. They should avoid gathering in places like local restaurants and shopping malls.
4. Entire staff online meeting at a minimum weekly
5. Get up-to-date information about local flu activity from public health officials.
6. Daily email updates for teachers, families, and staff
7. Check-in with Team Leads and teaching teams weekly
8. Daily management of data for CDC, CDE
9. SPED Check-ins
10. Manage staff to ensure that all students are receiving ongoing education
11. Evaluate all staff positions and revise duties as necessary during a temporary school shut down.
12. Work closely with local public health officials and healthcare partners to conduct health risk assessments at your school, if warranted by the severity of the pandemic
13. Compliance and governance
14. Communicate to the Board of Directors
15. Work with IT to support staff, manage data and keep the web site updated
16. Ensure that the entire Pandemic plan is followed and reviewed and revised as necessary
17. Create and execute plans of support for families in need (Emergency Support Plan) - Provide flu-prevention supplies and distribute health messages and materials to staff, students, and their households.

## **Counseling Responsibilities**

1. SPED category and responsibilities in fulfilling ERMHS hours
2. Parent counseling for identified families
3. Assist with student check-ins by supporting students with 504's and who are in the SST process
4. Identify supports within the county to be distributed to families and posted on the website

## **Office/EDP Responsibilities**

1. Ensure that attendance is taken
2. Follow up phone calls to address family needs
3. Assist in creating and executing Emergency Support Plans
4. Assist in ordering supplies.
5. Mail out lesson plans
6. School compliance
7. Assist in distributing resources to the community

## **Emergency Communication Plan**

- **Best Practices for Health Should Be Distributed**

When a novel influenza A virus with pandemic potential emerges, nonpharmaceutical interventions (NPIs) often are the most readily available interventions to help slow transmission of the virus in communities, which is especially important before a pandemic vaccine becomes widely available. NPIs, also known as community mitigation measures, are actions that persons and communities can take to help slow the spread of respiratory virus infections, including seasonal and pandemic influenza viruses.

- Written outward facing plan should be posted prominently on the SDCCS website
- Communication Plan will be implemented immediately

### Before the Temporary School Shutdown

- Updated information will be sent to parents by school staff as we receive it via email and posted to the website. Continued information regarding best preventative actions and information from the CDC.
- The school will share the outward-facing version of the SDCCS Pandemic Plan that will be posted to the website.
- SDCCS will follow best practices from CDC on preventative actions in classrooms and schools.
- Staff will thoroughly review the Pandemic Plan to understand roles and responsibilities.
- The school Administration will continue to communicate and work alongside the County Health Department, Center for Disease Control, California Department of Education, San Diego Unified School District, and any other organization relevant to the monitoring of education or health.

### In Case of Temporary School Closure

- Families will receive information about school shut down via text, phone call, email, website, and physical fliers at the school.
- Daily communication from the school during the shutdown will be:
  - Daily attendance phone calls
    - Follow up phone calls will be given to families that indicate that their child is sick. An emergency support plan will be put into place to support the family through the Administration.

- Daily update from Administration with relevant information regarding shut down, CDC updates, and helpful tips during their time away from school.
- Weekly updates from teaching staff regarding daily at home continued education programs.
- Notices of urgent or important information will be delivered through phone calls, emails, text messages and on the website.
- As a school, we will closely monitor the health of our school community. We ask that parents communicate when their child is sick

### Plans for School Re-Open

- Plans will be clearly communicated to all staff and families about the re-opening of the onsite education program via text, email, phone, website and with physical fliers on the school.
- Admin will communicate through newsletters and emails about ongoing information regarding the pandemic.

### Post Flu Pandemic

- Evaluate the effectiveness of your emergency operations and communication plans
  - ✓ Discuss and note the lessons learned. Gather feedback from staff, students, parents/guardians, and key community partners and stakeholders to improve your plans. Identify any gaps in your plans and any needs you may have for additional resources.
  - ✓ Maintain and expand your emergency planning team. Look for ways to expand community partnerships. Identify agencies or partners needed to help you prepare for pandemic flu, and make an effort to add them to your planning team.
  - ✓ Revisit your risk-assessment and risk management plan. Determine ways to improve planning and implementation processes. Assess the availability of meals, medical, mental health, and social services for staff and students.
  - ✓ Update and practice your emergency operations and communication plans every 12–18 months. Update your plans based on lessons learned, and replace necessary supplies and equipment.

[Additional Resources](#)

Pandemic Flu Planning Resources

## CDC Pandemic Flu Planning Tools and Resources

- Visit [www.cdc.gov/npi](http://www.cdc.gov/npi) for the latest information and resources about nonpharmaceutical interventions (NPIs)
- Learn who may be at high risk for flu complications  
[http://www.cdc.gov/flu/about/disease/high\\_risk.htm](http://www.cdc.gov/flu/about/disease/high_risk.htm)
- Community Mitigation Guidelines to Prevent Pandemic Influenza—United States, 2017  
<http://dx.doi.org/10.15585/mmwr.rr6601a1>
- Visit <http://www.cdc.gov/flu/pandemic-resources/index.htm> for the latest information and resources about pandemic flu
- Reaching People of Diverse Languages and Cultures with Flu Communications  
<http://www.cdc.gov/healthcommunication/Audience/index.html>
- Creating Easy-to-understand Materials  
[http://www.cdc.gov/healthliteracy/pdf/Simply\\_Put.pdf](http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf)
- Crisis and Emergency Risk Communication (CERC)  
<http://emergency.cdc.gov/cerc/index.asp>
- The Health Communicator’s Social Media Toolkit  
[http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit\\_BM.pdf](http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.pdf)

## CDC Pandemic Flu NPI Planning Guides

- Get Ready for Pandemic Flu: Workplace Settings  
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-work-set.pdf>
- Get Ready for Pandemic Flu: Individuals and Households  
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-ind-house.pdf>
- Get Ready for Pandemic Flu: Event Planners  
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-event-plan.pdf>
- Get Ready for Pandemic Flu: Community- and Faith-Based Organizations Serving Vulnerable Populations  
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-com-faith-org-serv-vul-pop.pdf>
- Get Ready for Pandemic Flu: Health Communicators  
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-health-com.pdf>

## CDC Checklists



- Pandemic Flu Checklist for Childcare Program Administrators  
<http://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-childcare-program-administrators-item3.pdf>
  - Pandemic Flu Checklist for K-12 School Administrators  
<http://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-k-12-school-administrators-item2.pdf>
  - Pandemic Flu Checklist for Workplace Administrators  
<http://www.cdc.gov/nonpharmaceutical-interventions/communication/pdf/pandemic-flu-checklist-workplace-administrators.pdf>
- CDC Training
- NPI 101—An Introduction to Nonpharmaceutical Interventions for Pandemic Flu  
<http://cdc.train.org/DesktopModules/eLearning/CourseDetails/CourseDetailsForm.aspx?courseId=1051645>
  - CERC Pandemic Influenza Training  
<http://emergency.cdc.gov/cerc/cerconline/pandemic/index.html>
  - Message Mapping Guide and Training  
<http://www.orau.gov/cdcynergy/messagemappingguide>
- Additional Planning Information
- School District (K-12) Pandemic Flu Checklist  
<https://www.cdc.gov/flu/pandemic-resources/archived/schools-child-care-planning.html>
  - U.S. Department of Education’s School Guidance <http://rems.ed.gov/>
  - Legal Preparedness for School Closures in Response to Pandemic Influenza and Other Emergencies - Georgetown and Johns Hopkins Universities <http://www.publichealthlaw.net/Projects/panflu.php>
  - American Academy of Pediatrics’ Curriculum for Managing Infectious Diseases in Early Education and Childcare Settings [http://www.healthychildcare.org/PDF/InfDiseases/AR\\_PanFlup.pdf](http://www.healthychildcare.org/PDF/InfDiseases/AR_PanFlup.pdf)
  - U.S. Department of Agriculture’s Food and Nutrition Services Guidance <http://www.fns.usda.gov/disasters/pandemic/default.htm>
- Get Your School Ready for Pandemic Flu 15
- Culture, Language, and Health Literacy (see Essential Health Literacy Tools)  
<http://www.hrsa.gov/culturalcompetence/index.html>
  - Developing Materials for Clear Communication  
<http://www.nih.gov/clearcommunication/>
  - H1N1 and Higher Education Lessons Learned: Pandemic Flu Tools, Tips, and Takeaways from the Big 10+2 Universities

[http://www.cidrap.umn.edu/sites/default/files/public/downloads/big102webfinal\\_0.pdf](http://www.cidrap.umn.edu/sites/default/files/public/downloads/big102webfinal_0.pdf)

#### Connecting with Public Health Agencies

- Connect to city and county public health officials for local information

<http://www.naccho.org/about/LHD/index.cfm>

- Connect to state and territorial public health officials for statewide information

<http://www.astho.org/Directory/>

#### Seasonal Flu Planning Resources

##### CDC Seasonal Flu Information

- Visit [www.cdc.gov/flu](http://www.cdc.gov/flu) for the latest information and resources about seasonal flu

- The Flu: Caring for Someone Sick at Home

<http://www.cdc.gov/flu/consumer/caring-for-someone.htm>

- Summary of Weekly Fluview <http://www.cdc.gov/flu/weekly/summary.htm>

##### CDC Fact Sheets

- Protect Yourself and Your Students from Flu During the School Year

<http://www.cdc.gov/nonpharmaceuticalinterventions/communication/pdf/protect-yourself-your-students-flu-during-school-year-factsheet.pdf>

- Protect Your Children and Others from Flu

<http://www.cdc.gov/nonpharmaceutical-interventions/communication/pdf/protect-children-others-flu-during-school-year-factsheet.pdf>

- How To Clean and Disinfect Schools to Help Slow the Spread of Flu

<http://www.cdc.gov/flu/school/cleaning.htm>

- Everyday Preventive Actions

[http://www.cdc.gov/flu/pdf/freeresources/updated/everyday\\_preventive.pdf](http://www.cdc.gov/flu/pdf/freeresources/updated/everyday_preventive.pdf)

- Hand-washing: A Corporate Activity—Improving Health and Increasing Productivity (CDC)

<http://www.cdc.gov/healthywater/pdf/hygiene/hwcorporate.pdf>

- Hand-washing: A Family Activity Keeping Kids & Adults Healthy

<http://www.cdc.gov/healthywater/pdf/hygiene/hwfamily.pdf>

##### CDC Brochures

- Flu and You

[http://www.cdc.gov/flu/pdf/freeresources/updated/fluandyou\\_upright.pdf](http://www.cdc.gov/flu/pdf/freeresources/updated/fluandyou_upright.pdf)

- “Take 3” Actions to Fight the Flu

<http://www.cdc.gov/flu/pdf/freeresources/general/take3.pdf>

##### CDC Videos

- Do Your Part to Stop the Spread of Seasonal Flu at Childcare Facilities and K–12 Schools

<https://www.youtube.com/watch?v=8msgeGjI3xU&feature=youtu.be>

- Do Your Part to Stop the Spread of Seasonal Flu at Colleges and Universities

<https://www.youtube.com/watch?v=fca1g1N2T5E&feature=youtu.be>

- Do Your Part to Stop the Spread of Seasonal Flu at Home

<https://www.youtube.com/watch?v=9APKBBR18Cc&feature=youtu.be>

CDC Posters

- Do Your Part to Slow the Spread of Germs

<http://www.cdc.gov/nonpharmaceutical-interventions/communication/pdf/do-your-part-slow-spread-germs-poster.pdf>

- Stay Home If You're Sick

<http://www.cdc.gov/nonpharmaceutical-interventions/pdf/stay-home-youre-sick-it-em5.pdf>

- Everyday Preventive Actions

<http://www.cdc.gov/flu/pdf/freeresources/family/flubreak-poster.pdf>

- “Take 3” Actions to Fight the Flu

<http://www.cdc.gov/flu/pdf/freeresources/general/take3-poster.pdf>

Additional Planning Information

- Flu Near You <https://flunearyou.org/>

- Flu View Portal <http://gis.cdc.gov/grasp/fluview/fluportaldashboard.html>

## Appendix

### San Diego Cooperative Charter School Youth Suicide Prevention Policy

January 2020

San Diego Cooperative Charter School  
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#### Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB2246](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246).

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

## **San Diego Cooperative Charter School Youth Suicide Prevention Policy**

The Governing Board of San Diego Cooperative Charter School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director, Principal or Designee at San Diego Cooperative Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school

personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Executive Director, Principal or Designee at San Diego Cooperative Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

The Executive Director, Principal or Designee at San Diego Cooperative Charter School shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community support to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, an individual (or team) will serve as the suicide prevention point of contact for the district. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

### **Prevention**

## **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, San Diego Cooperative Charter along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

## **B. Suicide Prevention Training and Education**

The San Diego Cooperative Charter along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus regularly.

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:



- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

· The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

#### Resources:

· Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

· Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

· Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

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

Employees of the San Diego Cooperative Charter and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, and nurses) employed by San Diego Cooperative Charter.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

## **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **F. Student Participation and Education**

The San Diego Cooperative Charter along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The San Diego Cooperative Charter will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness

Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

## **Intervention, Assessment, Referral**

### **A. Staff**

The San Diego Cooperative Charter staff members who have received training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. 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.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The counseling and Administrative teams are available to all students and parents

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify a counselor or administrator.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director, Administrator or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

## **B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

### **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

### **D. Parental Notification and Involvement**

Each school within the San Diego Cooperative Charter School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers 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 point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:



- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Students should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of San Diego Cooperative Charter School property, it is crucial that the LEA protects the privacy of the student and maintain a

confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school.

### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

## **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for 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 control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (it is crucial to understand that missed assignments may add stress to student and they can be excused from any missing work);
- Counselors, Administrators, Teachers and trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for

students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

## **I. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Executive Director, Administrators and counselors will ensure that an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (Executive Director or school site administrator);
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by the administrative team);

- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for the family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

\_\_\_\_ Sarah Saluta \_\_\_\_  
Print Name

\_\_\_\_ 08/10/2021 \_\_\_\_  
Date Signature

  
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