



COMPREHENSIVE SCHOOL SAFETY PLAN
Darnall Charter School
(California Education Code Section 32281-32282)

Plan Year: 2025-2026

Date of Adoption: February 26, 2026

School Information

School Name: Darnall Charter School

Address: 6020 Hughes St, San Diego, CA 92115

Phone: (619) 582-1822

Executive Director: Anne Mathews

School Type: Charter School

Enrollment: 467

Staff Count: 54

Grade Levels Served: Transitional Kindergarten through 8th Grade

Safety Planning Committee

The School Safety Planning Committee includes representatives from multiple areas including school administration, certificated staff, classified staff, and parents/guardians, in partnership with local law enforcement and/or local fire department.

Current Committee Members

Name	Position	Contact Information
Anne Mathews	Executive Director	(619) 582-1822
Brian Rainey	Associate Director	(619) 582-1822
Carol Hill	Classified Staff Representative	(619) 582-1822
Kimberly White Steele	Certificated Staff Representative	(619) 582-1822
Audrey Holmes	Law Enforcement Representative	AeHolmes@pd.sandiego.gov

Meeting Schedule

The Safety Planning Committee meets frequently to review and update the safety plan by March 1 of each year. Meetings are generally held annually in September, January, and May.

Child Abuse Reporting Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a the local county child protective services (CPS) agency immediately or as soon as practically possible by telephone and prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. Reports can be made to the County of San Diego Health and Human Services Agency, Child Welfare Services division. The California Child Abuse Reporting Law (Penal Code Section 11164-11174.3) requires mandated reporters like school employees to make both immediate oral reports and follow up with written reports within the specified timeframe.

Definition of Child Abuse

Child abuse is broadly defined as physical injury inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child.

Reporting Requirements

School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Reporting Procedures

Child abuse should be reported immediately by phone to Child Protective Services, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reporting Contacts

- Child Protective Services: (800) 344-6000 (statewide) or (858) 560-2191 (San Diego County)
- Local Police Department: 911 (emergency) or (619) 531-2000 (non-emergency)
- Sheriff's Department: 911 (emergency) or (858) 285-6222 (Child Abuse Unit)
- County Welfare Office: (858) 560-2191 (Child Welfare Services)

Required Information in Reports

Reports of suspected child abuse or neglect shall include, if known:

- The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain.

Additional Reporting Requirements

- The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect.
- Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage may make a report to the appropriate agency.
- Reporting to a supervisor or other school personnel shall NOT substitute for making a mandated report to appropriate agencies.
- When two or more mandated reporters jointly have knowledge of suspected abuse, a single report may be made by a designated team member.
- No supervisor shall impede or inhibit a mandated reporter from making a report
- Failure to report is a misdemeanor offense.

Special Procedures for Law Enforcement Custody

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian.

Disaster Procedures, Routine and Emergency

The intent of this plan is to clarify school disaster procedures, both routine and emergency, including adaptations for pupils with disabilities in accordance with the Federal Americans with Disabilities Act of 1990, the Federal Individuals with Disabilities in Education Act, and Section 504 of the Federal Rehabilitation Act of 1973.

Objectives

- To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours.

- To provide for maximum use of school personnel and school facilities.
- To ensure the safety and protection of our students and school personnel immediately after a disaster.
- To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

Earthquake Emergency Procedure System

Darnall Charter School has an earthquake emergency procedure system that includes:

School Building Disaster Plan

Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event:

- Fire
- Relocation/evacuation
- Bomb threat
- Bioterrorism/hazardous materials
- Earthquake
- Flood
- Power failure/blackout
- Intruders/solicitors
- Weapons/assault/hostage
- Explosion
- Gas/fumes

Drop Procedure

Each pupil and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. The drop procedure shall be held at least once per school trimester.

Protective Measures and Training Program

Protective measures to be taken before, during and following an earthquake are detailed in staff training materials and emergency procedures. At least twice per year, staff and students participate in a training program that ensures that pupils and both certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Emergency Response Procedures

Teacher Responsibilities

- Give "duck, cover and hold" instructions in the event of an earthquake.
- Evacuate buildings with students in case of fire or after an earthquake.
 - Take an emergency folder and evacuate students to the assigned area.

- Take a first aid kit when evacuating after an earthquake.
- Hold students in the assigned yard area, take roll, and wait for further instructions.
- Remain with class and report anyone who is missing.
- Take appropriate first aid action.
- Refrain from re-entering buildings until deemed safe.
- Dismiss students only to the parent or responsible adult designated on the child's emergency release form.

Executive Director or Designee Responsibilities

- In the event of a fire, shut off gas, electricity and water (in that order).
- In the event of an earthquake, assess utilities and shut off as needed if there are safety concerns.
- Inspect buildings for damage.
- Set up and coordinate a first aid center.
- Assign available adults to tasks as needed.
- Decide if evacuation to a designated shelter is necessary.

School Office Staff Responsibilities

- If telephones are operable:
 - Notify the police department and/or fire department.
 - Monitor incoming phone calls.
- Maintain communication with staff and outside agencies.

Special Information for Parents/Telephones and Communications

In the event of an earthquake, flood or other natural disaster, keep radios tuned to the local radio station for advisory information. Please do not call the school as the school must have the lines open for emergency calls.

Emergency Plan Adaptations for Students with Disabilities

The school provides appropriate accommodations and modifications to ensure the safe evacuation of students with disabilities during emergencies, disasters, and schoolwide evacuations. Evacuation planning accounts for students with mobility, sensory, cognitive, medical, and developmental needs and is implemented in accordance with individualized student plans, when applicable. All evacuation routes, including on-campus and off-campus routes, are clearly identified, accessible, and maintained free of obstructions to support students who use wheelchairs, walkers, canes, or who have limited mobility or visual impairments. Staff are trained annually on procedures to assist students with disabilities during emergency evacuations. The school ensures that students with disabilities are accounted for immediately during all emergency situations and that appropriate supervision and assistance are provided at all times.

Mobility Disabilities

The school has established procedures to assist students with mobility disabilities during evacuations. Staff are trained on safe and appropriate methods for assisting students who use wheelchairs, walkers, or other mobility devices.

When evacuation via stairs is required, staff may utilize a two-person carry method when appropriate and safe for the student. This method includes positioning one staff member on each side of the student, maintaining close contact for support, and avoiding pressure on the student's arms, legs, or chest. Mobility devices will be transported separately when feasible.

Evacuation assistance methods are determined based on individual student needs and are reviewed regularly.

Blind or Low Vision

For students who are blind or have low vision, staff provide clear verbal guidance and physical assistance as needed during evacuations. Procedures include:

- Communicating calmly using direct, concrete language
- Providing instructions one step at a time
- Verbally identifying hazards and changes in the environment
- Allowing additional time for evacuation
- Providing repeated practice opportunities to build familiarity with evacuation routes
- The school considers the use of tactile indicators along evacuation routes where feasible.

Deaf or Hard of Hearing

Evacuation procedures for students who are deaf or hard of hearing emphasize visual and physical communication strategies. Procedures include:

- Using direct visual communication, gestures, and eye contact
- Gaining attention through light signals or physical prompts when appropriate
- Using short, clear phrases and common gestures
- Accounting for students who may not hear public address announcements
- Conducting more frequent drills to familiarize students with evacuation routines

Staff ensure that students using hearing aids are reminded to adjust volume during alarm activation and restore volume once alarms are silenced.

Cognitive Disabilities

Students with cognitive disabilities may require additional support during evacuations. Procedures include:

- Using simple, concrete language
- Avoiding multi-step instructions

- Allowing additional processing time
- Providing visual or tactile cues
- Conducting frequent drills and reinforcement activities
- Providing increased supervision as needed

Autism Spectrum Disorders

Evacuation procedures for students on the autism spectrum are designed to minimize stress and sensory overload. Procedures include:

- Using calm, direct communication
- Allowing additional processing time
- Utilizing visual supports when appropriate
- Avoiding physical contact when possible
- Providing increased supervision
- Identifying quieter areas at evacuation assembly locations
- Allowing comfort items when feasible
- Monitoring students for injuries, as pain responses may be delayed or atypical

Medically Fragile Students and Students with Special Health Care Needs

The school maintains procedures to support the evacuation of medically fragile students and those with special health care needs. Procedures include:

- Ensuring essential medical equipment and supplies accompany the student during evacuation when feasible
- Storing medical supplies near classroom exits
- Using backpacks to transport supplies
- Labeling supplies with student names
- Maintaining backup medical supplies in emergency storage areas
- Monitoring expiration dates of medical nutrition and supplies
- Handling oxygen tanks with care and securing them after relocation

Search and rescue personnel will not re-enter buildings to retrieve medical equipment once evacuation has occurred.

Earthquake Procedures for Students with Disabilities

When standard “Drop, Cover, and Hold On” procedures are not appropriate due to a student’s physical disability, alternative protective actions will be used. These include:

- Positioning wheelchairs in areas offering structural protection
- Locking wheelchair wheels
- Assisting students in covering their head and eyes
- Ensuring assisting staff also follow personal safety procedures

Assisted Toileting During Emergencies

For extended emergencies, the school will establish accessible toileting accommodations. Procedures include:

- Creating accessible toileting spaces using available or commercial materials
- Providing privacy screens and sufficient maneuvering space
- Maintaining supplies such as gloves, diapers, wipes, sanitizer, and disposal bags

Students Requiring Medical Procedures During the School Day

The school designates an area for medical protocols during emergencies. Procedures include:

- Providing privacy screens
- Ensuring availability of necessary equipment and medications
- Maintaining authorized emergency medications on site when applicable
- Protecting the confidentiality of student medical information

Transportation and Relocation

The school plans for the transportation and relocation of students with disabilities following an evacuation. Procedures include:

- Identifying specialized transportation needs
- Coordinating with families regarding reunification and pickup plans
- Preparing to supervise students for extended periods when necessary

Student Release Procedures for Families

- Go directly to the Student Release/Reunion Gate.
- Inform the staff member that you are here to pick up your child. They will inform the teacher, aide or adult responsible for that classroom that you are taking the child.
- An adult will walk with or send the child to the Student Release/Reunion Gate and ask you to sign a Student Release form for each child.
- Do not remove your child without signing the emergency release form.
- Leave as quickly as possible after signing out your child unless staying to volunteer.

If Families Cannot Get to the School

Should a major disaster occur and parents cannot reach the school, the school will release children to adults indicated on Emergency Release forms. Students will be transferred to the nearest available safe shelter if the building cannot be reoccupied.

Food and Water

Emergency supplies of fresh water and limited food are maintained in the school's earthquake kit for extended stays on campus.

Fire Drills and Evacuation

Fire drills are conducted monthly in elementary school and per trimester in middle school with evacuation according to posted floor plans. Teachers maintain student rosters and check attendance immediately after evacuation.

Bomb Threats

In case of a bomb threat, immediate evacuation will occur according to the fire evacuation plan, and appropriate emergency personnel will be summoned. Re-entry occurs only after the building is deemed safe.

Use of School Buildings, Grounds, and Equipment

The school shall cooperate with public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare.

Coordination Procedures

The Executive Director or designee coordinates with public agencies for shelter use. The coordination process includes:

- Designation of specific areas of school buildings available for shelter use.
- Procedures for securing confidential records and sensitive areas.
- Maintenance of essential services during shelter operations.
- Communication protocols with district office and emergency management officials.

Shelter Areas and Security Procedures

Primary Shelter Areas

- Auditorium/cafeteria (capacity: 400 students/staff).
- Library (capacity: 80 students/staff).
- Main hallways (interior corridors away from exterior windows).

Secondary Shelter Areas

- Individual classrooms (for lockdown situations).
- Student support room.

Criteria for Shelter Area Selection

- Away from windows and exterior walls when possible.
- Multiple exit routes available.
- Adequate ventilation.
- Access to communication systems.
- Sufficient space for anticipated occupancy.
- Structural integrity suitable for extended occupancy.

Security Procedures for Confidential Areas

- Administrative office: Secured with lock; access limited to administrative staff.
- Student records K-8 office: Double-locked fireproof filing cabinets; computer access requires individual login credentials.
- Safe: Key held only by administration and administrative secretary.
- Staff personnel files: Locked in office with restricted key access.

Maintenance and Utilities

- Electrical panels: Locked with key access limited to custodian and administration.
- HVAC controls: Secured in locked mechanical room.
- Water shut-off valves: Clearly marked with restricted tool access.
- Gas shut-off locations: Marked and accessible to emergency responders and custodial/administrative staff only.

Coordination Contact Information

Primary Emergency Contacts

- Executive Director: Office: (619) 582-1822; Cell: (619) 889-7579; E-mail: amathews@darnallcharter.org.
- Associate Director: Office: (619) 582-1822; E-mail: brainey@darnallcharter.org.
- Executive Secretary: Office: (619) 582-1822; Cell: (619) 889-5257; E-mail: chill@darnallcharter.org.

Local Emergency Services

- Fire Department: 911 / (619) 533-4300.
- Police Department: 911 / (619) 531-2000 or (858) 484-3154.
- Sheriff's Department: 911 / (858) 868-3200.
- Emergency Medical Services: 911.
- County Office of Emergency Services: (858) 565-3490.

Utility Companies

- Gas Company (SDG&E) Emergency: 1-800-611-7343.
- Electric Company Emergency: 1-800-611-7343.
- Water Department: 619-515-3525 (City of San Diego Public Utilities).
- Telecommunications: (Cox Communications) 1-855-267-2298.

Refuge Shelter During Evacuation Order

Operational Area Coordination

The school has established procedures to identify appropriate refuge shelters for all pupils and staff in the event of an evacuation order by local authorities. Our operational area is San Diego County Operational Area:

- 6950 Levant St, San Diego, California
- (858) 565-3490
- www.sdoparea.org

The San Diego County Operational Area coordinates emergency response among all 18 incorporated cities and the unincorporated County of San Diego. The Operational Area Emergency Operations Center provides regional coordinated emergency response and acts as staff to the Unified Disaster Council (UDC), a joint powers agreement between all cities and the County.

Fire Hazard Zone Assessment

The geographic center of the school's parcel is located in an area that the State Fire Marshal has identified as having no Fire Hazard Severity Zone in Local Responsibility Area, per Government Code section 51178.

Evacuation Procedures

Responsible Personnel:

- **Evacuation Coordinator:** Anne Mathews, Executive Director
- **Communication Coordinator:** Brian Rainey, Associate Director
- **Student Safety Coordinator:** Carol Hill, Executive Secretary

Rules and Procedures of School Discipline

Darnall Charter School believes that maintaining a safe and secure learning environment is crucial to student success. This is achieved when the school promotes a culture of responsibility, respect, and integrity, recognizes and rewards responsible student behavior, assures that all students have at least one adult on campus who knows them well, and implements fair and consistent discipline practices. These discipline practices may include but are not limited to a referral, phone call home, lunch or after-school detention, parent/guardian conference, alternate class placement with another teacher, mediation, loss of privileges, and as a last resort, suspension or expulsion.

The Board Policy on Pupil Suspension and Expulsion ("Policy") has been established in order to promote learning and protect the safety and well-being of all students. When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, Darnall Charter School will first attempt to correct a student's specific misbehavior

through means of correction other than punitive measures such as suspension and expulsion. To this end, the Executive Director or administrative designee may use discretion to provide alternatives to suspension or expulsion that are age-appropriate and designed to address and correct the student's specific misbehavior.

Darnall Charter School's goal is to keep students in class and in school so that they can benefit from the instructional program provided. Staff will enforce disciplinary rules and procedures fairly and consistently amongst all students. Each school year, the Executive Director or administrative designee will ensure that all students and parents/guardians are notified of all school rules related to discipline, including grounds for suspension/expulsion.

Darnall Charter School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA"), and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Darnall Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. A student identified as an individual with disabilities or for whom Darnall Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures.

Suspension

The definition of suspension is the temporary removal of a student from ongoing instruction for adjustment purposes. Suspension does not mean any of the following:

- Reassignment to another class at Darnall Charter School where the student will receive continuing instruction for the remainder of the school day.
- Referral to a certificated employee designated by the Executive Director to advise students.
- Removal from the class, but without reassignment to another class, for the remainder of the class period or school day.

While suspended, the pupil may not loiter on or about any school grounds at any time, nor attend or participate in any school activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

Pursuant to California Education Code section 48900.5, suspension shall be imposed only when other means of correction fail to bring about proper conduct and shall be used as a last resort when all other alternative disciplinary interventions have been documented and implemented

without success. Prior to recommending suspension, the Executive Director or designee shall ensure that other means of correction have been attempted and documented, including but not limited to the implementation of Multi-Tiered Systems of Support (MTSS) such as restorative justice practices, trauma-informed practices, social and emotional learning supports, positive behavior interventions and supports (PBIS), counseling services, parent/guardian conferences, behavior contracts, mentoring, community service, referrals to appropriate support services, and other age-appropriate interventions designed to address and correct the student's specific behavior. The Executive Director or designee shall maintain documentation of all alternative interventions attempted prior to suspension, except in cases where the student's presence poses an immediate threat to the safety of students or staff, or when the offense constitutes a mandatory suspension offense under law.

The Executive Director or designee may suspend a student for a period not to exceed five (5) consecutive school days, unless the suspension is extended pending the expulsion process. A student may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to a school activity. However, the offense may occur at any time, including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the school campus.
- During, or while going to or coming from, any school-sponsored activity.

Pursuant to California Education Code sections 48900(k)(2) and 48900(k)(3) and 48900.5, students shall not be suspended from school or recommended for expulsion for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. When a student is referred to administration for willful defiance or disruption, the Executive Director or designee shall respond through alternative means of correction including, but not limited to, restorative justice practices, positive behavior interventions and supports, trauma-informed practices, social and emotional learning supports, parent/guardian conferences, counseling services, or other age-appropriate disciplinary measures designed to address the student's specific misbehavior. Within five (5) business days of such a referral, the Executive Director or designee will document in writing the specific interventions provided and inform the referring staff member of the measures taken. This does not limit the Executive Director's or designee's authority to suspend or recommend expulsion for any other offense enumerated in Education Code section 48900 or this Policy, provided such action complies with all applicable legal requirements and grade-level restrictions.

Definitions

“Executive Director’s designee” is one or more administrators at the charter school site who has been designated by the Executive Director to assist with disciplinary procedures. In the event that there is not an administrator in addition to the Executive Director at the charter school site, a certificated employee (teacher, school psychologist, counselor, etc.) may be specifically designated by the Executive Director, in writing, as an Executive Director designee to assist with disciplinary procedures.

“Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.

If the Executive Director or designee determines that a student committed one or more of the offenses listed below, and/or any other offense identified in Education Code section 48900, the student may be suspended.

Suspendable Offenses

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Executive Director or designee’s written concurrence.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants, and narcotic drugs), alcoholic beverage or intoxicant of any kind. Pupils who voluntarily disclose their use of a controlled substance, alcohol, tobacco or nicotine products, or an intoxicant of any kind in order to seek help through services or support shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes but is not limited to electronic files and databases).

- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. This does not prohibit the use or possession by a student of his or her own prescription products. Pupils who voluntarily disclose their use of a controlled substance, alcohol, tobacco or nicotine products, or an intoxicant of any kind in order to seek help through services or support shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. “Hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, meaning any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.

- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

“ Electronic act ” means the creation or transmission originated on or off the charter school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the listed bullying effects listed above in this policy.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed above in this policy. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above in this policy. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above in this policy.

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

For purposes of this Policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or Darnall Charter School sanctioned activities.

- Made terrorist threats against school officials and/or school property. For the purpose of this Policy, “ Terroristic threat ” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no

intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Darnall Charter School property, District property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment as defined in Education Code section 212.5. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
 - A student enrolled in transitional kindergarten, or in kindergarten through grade three may not be suspended for this offense.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233(e), applying only to students enrolled in grades 4 through 8, inclusive.
- Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- Aiding or abetting, as defined in section 31 of the Penal Code, in the infliction or attempted infliction of physical injury to another person.

Procedures to Suspend a Student

- *Conduct Investigation.* The Executive Director or designee shall investigate the incident and determine whether or not it merits suspension.
- *Provide Opportunity for Informal Conference.* Pursuant to California Education Code section 48911, a suspension shall be preceded by an informal conference with the student conducted by the Executive Director or designee.
 - The conference may include the student's teacher or other school employee who referred the student for possible disciplinary action.
 - At the conference, the student shall be given the opportunity to present their version of the incident and evidence in their defense.
 - The student shall be informed of the evidence against them and the specific offense(s) that is(are) the basis for any disciplinary action.
 - The Executive Director or designee may suspend a student without affording the student an opportunity for a conference if the Executive Director or designee determines that an emergency situation exists.

- “Emergency situation” means a situation determined by the Executive Director or designee to constitute a clear and present danger to the life, safety, or health of a student or school personnel.
 - If a student is suspended without a conference before suspension, both the student and their parent/guardian shall be notified of the student’s right to a conference and the student’s right to return to the charter school for the purpose of a conference.
 - The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to the charter school for the conference.
- *Make Decision to Suspend.* The Executive Director or designee makes the decision to suspend and determines the appropriate length of suspension. At the time of the suspension, a Darnall Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone, in-person, and/or by other means to inform them of the suspension and the reasons therefore.
- *Provide Notice of Suspension.* The Executive Director or designee fills out a Notice of Suspension Form and provides copies to the parent/guardian and cumulative file.
 - The Notice of Suspension Form shall state the fact of suspension, its duration, and the specific offense committed by the student.
 - A written explanation of or documentation of other means of correction that were attempted before imposing suspension, if applicable, shall be provided to the parent/guardian along with the Notice of Suspension Form.
 - If Darnall Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.
 - No penalties shall be imposed on a student for failure of the student’s parent/guardian to attend a conference with the school.
 - Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.
- *If Appropriate, Report to Law Enforcement.* The Executive Director or designee determines whether the offense should be reported to law enforcement. Examples of offenses that should be reported, at the discretion of the Executive Director or designee include:
 - Assault with a deadly weapon.
 - Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
 - Unlawfully offered, arranged, or negotiated to sell a controlled substance.
 - Possessing, selling, or otherwise furnishing a firearm.

- Brandishing a knife at another person.
- Committing or attempting to commit a sexual assault.
- Possession of an explosive.

When the Executive Director or designee releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the Executive Director or designee shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. The Executive Director or designee shall provide the peace officer with the address and telephone number of the minor's parent or guardian.

- *Provide Homework Upon Request.* Upon request, a teacher shall provide homework for students suspended for two or more school days that the student would otherwise have been assigned.
 - If a homework assignment that is requested and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.
- *Schedule Reentry Meeting.* The Executive Director or designee may require the student and parent/guardian to attend a reentry meeting or sign a behavior contract.

Appeals

Parents/guardians have ten (10) school days from the first day of the suspension to file a written appeal to the disciplinary action taken to the Executive Director.

- The Executive Director or designee shall review the suspension and issue a written decision within ten (10) school days of receiving the appeal.
- After considering the request, the Executive Director or designee shall render a written decision that shall be in the best interest of the student and the charter school.
- Depending on the results of the appeal, the charter school may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or remove the record of suspension immediately without conditions.
- The decision of the Executive Director or designee shall be final.

Expulsion

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of charter school personnel.

A student may be expelled either by the Darnall Charter School Board of Directors ("Board") following a hearing before it, or by the Board upon a recommendation of an Administrative

Panel (made up of three or more certificated persons, none of whom is a member of the Board or employed on the staff of the charter school in which the student is enrolled) to be assigned by the Executive Director as needed. The Panel, composed of members including staff from other charter schools or other local educational agencies, may recommend the expulsion of any student found to have committed an expellable offense.

Pursuant to California Education Code section 48915(a), if the Executive Director or designee determines that a student committed one or more of the offenses listed above as the “Grounds for Suspension,” the student may also be recommended for expulsion. In addition, if a student is suspended for more than ten (10) days in a school year for offenses that involve physical fighting, the student may be recommended for expulsion.

Before recommending expulsion for a discretionary offense under Education Code section 48915(a), the Executive Director or designee shall consider whether other means of correction are feasible and appropriate, taking into account the specific circumstances of the offense, the student's disciplinary history, and the potential for rehabilitation. If the Executive Director or designee recommends expulsion for a discretionary offense, the written recommendation shall either include findings that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or, due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. The Executive Director or designee may, as an alternative to expulsion recommendation, implement other appropriate disciplinary measures and interventions designed to address the student's conduct and promote rehabilitation, provided such measures adequately address the safety and educational needs of the school community.

If the Executive Director or designee determines that a student committed one or more of the offenses listed below, the student must be immediately suspended and recommended for expulsion:

- Possessed, sold, or otherwise furnished a firearm, unless, in the case of possession of a firearm, the student had obtained written permission to possess the firearm from the Executive Director.
- Brandished a knife, regardless of size, at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code section 11053.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289 or committed a sexual battery as defined in Penal Code section 243.4.
- Possessed an explosive.

Procedures to Expel a Student

- *Conduct investigation.* The Executive Director investigates the incident and determines whether the student should be recommended for expulsion.
- *If appropriate, extend suspension.* At the discretion of the Executive Director or designee, a student's suspension may be extended pending expulsion. An extension of the suspension may be granted only if the Executive Director or designee has determined, after a meeting, that the presence of the student at the charter school would cause a danger to persons or property or a threat of disrupting the instructional process. Prior to this decision, the student and their parent/guardian will be invited to attend a meeting with the Executive Director and/or designee.
 - If the student is a foster child, the Executive Director or designee shall also invite the student's attorney and an appropriate representative of the county child welfare agency to participate in the meeting.

The purpose of the meeting is to discuss the offense(s) and their impact on the school environment, and decide whether the suspension should be extended pending the expulsion process. This meeting may be held in conjunction with the initial suspension meeting with the parents, if appropriate.

- *Provide notice of expulsion hearing.* Darnall Charter School shall send written notice to the student and parent/guardian regarding the expulsion hearing.
 - The notice shall be sent via certified mail to the address reflected in the student's file at least ten (10) calendar days before the date of the hearing.
 - The notice shall include:
 - The date, time, and place of the expulsion hearing
 - A statement of the specific facts and charges upon which the proposed expulsion is based.
 - A copy of Darnall Charter School's disciplinary rules relating to the alleged violation.
 - Notification of the parent/guardian's or student's obligation to notify the school where the student next enrolls of the student's discipline status.
 - The opportunity to appear in person and/or to employ and be represented by counsel or a nonattorney advisor.
 - The right to inspect and obtain copies of all documents to be used at the hearing.
 - The opportunity to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

The expulsion hearing shall be held within thirty (30) school days after the date the Executive Director or designee determines that the student has committed any of the above-listed expellable offenses, unless the student requests, in writing, that the hearing be postponed. The Executive Director or designee may grant one or more requests for postponement of the hearing.

If the student facing expulsion is a foster student, Darnall Charter School shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) calendar days prior to the hearing. If the student facing expulsion is a homeless student, Darnall Charter School shall also send notice of the hearing to the school liaison for homeless students at least ten (10) calendar days prior to the hearing. Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call.

- *Conduct expulsion hearing.* The Board or an Administrative Panel will conduct the expulsion hearing. The Executive Director or designee will present their recommendation for expulsion at the hearing, which may include, but is not limited to, presentation of documentary evidence and/or witness testimony. The Administrative Panel or the Board may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Board or Administrative Panel.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Board to expel must be supported by substantial evidence that the student committed an expellable offense. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, except as otherwise permitted in this Policy.

The expulsion hearing shall be conducted in a session closed to the public, unless the student requests, in writing, at least five (5) calendar days before the date of the hearing, that the hearing be conducted in a public session. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board or Administrative Panel may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. If the Board or Administrative Panel admits any other person to a closed session, the parent/guardian of the student, the student, and the counsel/advisor of the student also shall be allowed to attend the closed session. If the hearing involves charges of committing or attempting to commit a sexual assault or sexual battery, the hearing must comply with the additional hearing procedures in Darnall Charter School's charter.

- *Make a final decision.* The Board and/or the Administrative Panel will make its final decision.
 - Final decisions shall be in the form of written findings of fact, which shall be based solely on evidence produced at the hearing.
 - If an Administrative Panel conducts the hearing, pursuant to Education Code 48918, the Administrative Panel shall decide whether to recommend expulsion within three (3) school days following the conclusion of the hearing.
 - The Board shall decide whether to accept the Administrative Panel's recommendation within thirty (30) school days of the hearing.
 - If the Board conducts the hearing, the Board shall decide whether to expel the student within thirty (30) school days following the conclusion of the hearing.
 - The Board's action to expel must be taken in open session, while complying with all applicable state and federal laws protecting student privacy.
 - If compliance by the Board with these time requirements is impracticable, the Executive Director or designee may, for good cause, extend the time period for the holding of the expulsion hearing and/or considering the Administrative Panel's recommendation for an additional ten (10) school days.
 - Students who are expelled from Darnall Charter School shall be given a rehabilitation plan as approved by the Board at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission.
 - The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the school for readmission.
 - If the Administrative Panel decides not to recommend expulsion or the Board decides not to expel the student, the student shall immediately be returned to his/her educational program.
 - Darnall Charter School's decisions regarding expulsions shall be final. There is no right to appeal.
- *Provide notice of expulsion.* If the Board takes action to expel, written notice shall be sent to the student or parent/guardian, including the written findings of fact, and shall be accompanied by all of the following:
 - Notice that the decision of the Board is final. There is no right to appeal the expulsion to the District or County.
 - Notice of the education alternative placement to be provided to the student during the time of expulsion.
 - Notice of the obligation of the parent/guardian or student, upon the student's enrollment in a new school, to inform that school of the student's expulsion.
- *Notify the school district of residence.* If the Board takes action to expel, Darnall Charter School shall notify the superintendent of the school district of the student's last known

address within thirty (30) calendar days after the expulsion, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information.

- *Compile record of expulsion.* If the Board takes action to expel, a record of the expulsion, including the cause for the expulsion, shall be compiled, placed in the student's file, and forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's records.

Expulsion Duration, Rehabilitation, and Readmission

An expulsion order shall remain in effect only until the Darnall Charter School Board of Directors ("Board"), in the manner prescribed by law and this Policy, orders the readmission of the pupil. At the time an expulsion is ordered, the Board shall establish a mandatory review date for readmission.

For expulsions ordered for acts other than those described in Education Code section 48915(c), the Board shall set a date for review of readmission that is no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during a summer session or intersession period of a year-round program, the Board shall set a review date no later than the last day of the semester following that summer session or intersession. For pupils expelled pursuant to Education Code section 48915(c), the Board shall set a review date one (1) year from the date of expulsion, unless the Board determines, on a case-by-case basis, that an earlier review date is appropriate.

Rehabilitation Plan

At the time the expulsion order is issued, the Board shall recommend a written rehabilitation plan for the pupil. The rehabilitation plan shall be individualized, tailored to the pupil's specific needs, and designed to address the behavior that led to the expulsion. The plan shall include, but not be limited to:

- Periodic progress review: A preliminary assessment for readmission no later than forty-five (45) days prior to the end of the expulsion term.
- Support: Recommendations, as appropriate, for academic support, tutoring, counseling, mental health services, special education assessments, restorative practices, job training, community service, or other rehabilitative interventions.

The Board and/or Executive Director or designee shall assist the pupil in identifying and accessing opportunities necessary to complete the rehabilitation plan. The pupil and the pupil's parent or guardian shall not be required to pay for any services or costs determined to be necessary to complete the rehabilitation plan.

Readmission Procedures and Standards

The Board shall implement procedures for the filing and processing of requests for readmission, the required review of expelled pupils, and the transition of pupils upon readmission. A description of the readmission procedures shall be provided to the pupil and the pupil's parent or guardian at the same time notice of the expulsion order is issued.

As part of the readmission review, the Board shall consider whether the pupil had access to the resources and viable opportunities necessary to complete the rehabilitation plan. A rehabilitation plan that is not completed due to financial barriers, transportation barriers, or a lack of available or accessible opportunities shall not be a basis to deny readmission.

Upon completion of the readmission review process, the Board shall readmit the pupil unless the Board makes a finding, based on documented evidence, that:

- The pupil has not substantially met the conditions of the rehabilitation plan despite having access to necessary resources and viable opportunities.
- The pupil continues to exhibit the behavior for which the pupil was expelled, or committed one or more new acts during the expulsion term that would independently warrant expulsion.

If the Board denies readmission, the expulsion term may be extended for one semester at a time, after which the pupil shall again be reassessed for readmission pursuant to this Policy.

Educational Placement and Transition

If the Board denies readmission following the review process, the Board shall determine whether the pupil shall continue placement in the alternative educational program initially provided during the expulsion term or be placed in another appropriate educational program, which may include, but is not limited to, a district or county program serving expelled pupils.

The Board shall provide written notice to the pupil and the pupil's parent or guardian describing the reasons for denying readmission and identifying the educational program assigned during the continued expulsion period. The pupil shall enroll in the designated educational program unless the parent or guardian elects to enroll the pupil in another school district.

The student's readmission is contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission. Upon readmission, Darnall Charter School shall implement appropriate transition supports to promote the pupil's successful reintegration into the school community.

Suspended Enforcement of Expulsion Order

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, require that the student complete a rehabilitation program containing certain conditions as deemed appropriate for the rehabilitation of the student. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in their child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

The Board may revoke the suspension of an expulsion order if the student violates any of Darnall Charter School's rules and regulations governing student conduct or otherwise violates the conditions of rehabilitation. When the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation program, the Board shall order the expungement of any or all records of the expulsion proceedings.

Special Procedures for the Suspension or Expulsion of Students with Disabilities*Notification of SELPA*

Darnall Charter School shall immediately notify the SELPA and coordinate the procedures in this Policy with the SELPA of the discipline of any student with a disability or student who Darnall Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of this Policy, Darnall Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant

information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Darnall Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability. If Darnall Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that Darnall Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior.
- Return the student to the placement from which the student was removed, unless the parent and Darnall Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Darnall Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Darnall Charter School may apply the relevant disciplinary procedures to a student with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability, Darnall Charter School must notify the parents/guardians of that decision, and provide the parents/guardians with a copy of the procedural safeguards.

Special Circumstances

Darnall Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates this Policy. A student may be removed to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at Darnall Charter School, on the charter school premises, or to or at an Darnall Charter School function.

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at Darnall Charter School, on Darnall Charter School premises, or at a Darnall Charter School function.
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at Darnall Charter School, on Darnall Charter School premises, or at a Darnall Charter School function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated this Policy may assert the procedural safeguards afforded to students with disabilities only if Darnall Charter School had knowledge that the student was disabled before the behavior occurred. Darnall Charter School shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Darnall Charter School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the student.
- The student's teacher, or other Darnall Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Darnall Charter School supervisory personnel.

If Darnall Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put. If Darnall Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Darnall Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by Darnall Charter School pending the results of the evaluation. Darnall Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notifying Teachers of Dangerous Pupils

Teachers shall be informed of each pupil who has engaged in, or is reasonably suspected to have engaged in any of the acts described in Education Code section 48900 (excluding subdivision (h) relating to tobacco use) or in Education Code sections 48900.2, 48900.3, 48900.4, or 48900.7.

The school shall provide the information to the teacher based on any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency.

When the Executive Director becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous two years that could constitute grounds for suspension or expulsion, especially acts of violence (excluding tobacco use), the school shall create a separate and confidential file for the student.

Information Sharing Procedures

When a student has been assigned to a teacher, the Executive Director shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to have engaged in these acts. The teacher will be asked to review the student's confidential file at the start of the school year in the main office under supervision of administration or designee.

Confidentiality Requirements

Teachers with access to this information must:

- Keep information in strict confidence.
- Not disseminate information to others, including verbally.
- Use information solely for educational and safety purposes.

Staff with Access

This information will be shared with all certificated personnel with direct supervisory or disciplinary responsibility over the student, including special education teachers, classroom and elective teachers, coaches, counselors, and administration.

Possession of Cell Phones

Student possession of and use of cellular phones, pagers, and any other electronic signaling devices on school campus, or at school sponsored activities, and while under the supervision and control of Darnall Charter School staff is permitted prior to arriving on campus and after exiting campus, or unless directed by staff. At all other times between the first and last instructional periods, these devices shall be turned off and out of sight. Unauthorized use of these devices is the cause for confiscation, and parent/guardian to be called to pick up the item. Repeated unauthorized use will lead to disciplinary action. The school is not responsible for the loss, theft, or damage of such devices when in the student's possession. Parents/guardians must be aware that in the event an emergency should occur at the

school, or school sponsored activity, they are not to call or text the student and give instructions to their student that contradict the supervision of staff

Anti-Discrimination and Anti-Harassment Policies

These policies are adopted in compliance with Education Code sections 234.1-234.6, 231.5, 234.7, Penal Code section 422.55, and Education Code section 220, including requirements for protections based on immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, and other protected characteristics. These policies are subject to California Department of Education Categorical Program Monitoring for adherence to state requirements.

General Statement of Policy

Darnall Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, citizenship status, race or ethnicity (including traits associated with race such as hair texture and protective hairstyles including braids, locs and twists), religion, sex, sexual orientation, parental, family, marital status, neurodiversity or perceived neurodiversity, or association with a person or a group with one or more of these actual or perceived characteristics as applies to all acts related to school activity or school attendance within a school under the jurisdiction of the Executive Director of Darnall Charter School.

Darnall Charter School recognizes the negative impact that discrimination, harassment, intimidation, hate crimes, or bullying can have on the health and safety of students and the learning environment. Such actions can create distress, and anxiety, lower levels of self-esteem, and increase feelings of isolation. Bullying materially and substantially disrupts the rights of others to an education and is unacceptable in the educational environment.

Darnall Charter School endeavors to maintain a learning and working environment free of bullying. Toward that end, bullying is prohibited on school grounds, and at any school-sponsored events and activities. Additionally, bullying that occurs off-campus may result in consequences at school if the behavior substantially disrupts the school environment, interferes with the rights of students to be secure, or poses a threat to student or staff safety. Darnall Charter School acknowledges that for this policy to be effective, school personnel must fulfill their responsibilities as assigned.

Immigration Status Protection

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's

immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Retaliation Prohibition

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Comprehensive Bullying Prevention Program

Darnall Charter School recognizes that bullying prevention requires a comprehensive, community-wide approach. The school shall implement a research-based bullying prevention program that includes the following key elements:

- Awareness and Assessment
 - The school shall conduct regular activities to raise awareness of bullying, including annual prevalence surveys to assess the scope of bullying on campus, student assemblies, climate surveys to measure school safety and student well-being, and data collection on bullying incidents for state monitoring and program evaluation.
- Community Engagement
 - Recognizing that bullying prevention is a community responsibility, the school shall engage parents, guardians, community organizations, and local agencies in prevention efforts through community education programs, parent/guardian workshops on recognizing and responding to bullying, partnerships with local mental health providers and law enforcement, and collaboration with available community-based organizations.
- Program Effectiveness Review
 - The school shall conduct an annual review of the anti-bullying program's effectiveness, including an analysis of incident data and trends, evaluation of intervention success rates, assessment of school climate improvements, and recommendations for program modifications and enhancements.

Discrimination, Harassment, and Hate Crimes

All students are to be free from discrimination and harassment.

Discrimination occurs when a student is treated differently on the basis of a protected category in an educational program or activity, without a legitimate nondiscriminatory reason. It is discrimination when any identified treatment interferes with or limits the ability of the student to

participate in or benefit from the educational services, activities, or privileges provided by the school.

Harassment is any unwelcome conduct of either sexual nature or of a nature directed at a protected class, including, but not limited to, sexual orientation, gender identity, or gender expression. Anti-gay and sexist epithets are forms of sexual harassment. Harassment occurs when an individual is subjected to unwelcome conduct that is subjectively offensive to a reasonable person of the same age and characteristics under the same circumstances, and the harassment is both severe and pervasive, such that the conduct interferes with the individual's ability to participate in or benefit from an education program or activity.

Examples of harassment include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group.
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols.
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands.
- Physical assault or stalking.
- Displays or electronic transmission of derogatory, demeaning or hostile materials.
- Graphic and written statements, which may include use of cell phones or the Internet.

Sexual Harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This includes:

- Unwanted sexual advances.
- Offering educational benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct such as leering, making sexual gestures, displaying suggestive objects or pictures, cartoons or posters.
- Verbal conduct such as making or using derogatory comments, epithets, slurs and jokes.
- Physical conduct such as touching, assault, impeding or blocking movements.

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her disability, gender or gender identity or

gender expression, nationality, race, or ethnicity, religion, sexual orientation, association with a person or group with one or more of the aforementioned characteristics, or immigration status. A hate crime may involve a physical attack, the threat of bodily harm, physical intimidation, or damage to another's property.

Students have the right to report any instances of discrimination, harassment, or hate crimes, the right to be protected from retaliation, and the right to remain anonymous.

Bullying

"Bullying" means deliberate and unwanted, severe and pervasive behavior by an individual student, an individual student within a group of students, or a group of students intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/relational, and/or cyberbullying. Bullying may occur on or off campus.

Bullying may occur in several forms, including but not limited to:

- Written, verbal or nonverbal threats.
- Intimidating or threatening gestures.
- Unwanted physical contact, violence, or assault.
- An intentional display of force that would give the victim reason to expect or fear physical contact or injury.
- Jeering, taunting, mocking, or teasing.
- Degrading, insulting, or derogatory comments.
- Extortion, and theft of money or possessions.
- Vandalism of a student's personal property or unauthorized exercise of control over a student's personal property.
- An electronic act of bullying, including the creation and transmission of any act defined above, with any electronic device, on or off the school site.
- Impersonating a person through electronic means to bully, as defined above.

Additional Types of Bullying

Sexual Bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).

Bias or Hate-Motivated Bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.

Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

Cyberbullying is any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Staff and students will not use personal communication devices or school property to cyberbully one another.

Traditional Cyberbullying may include, but is not limited to:

- Spreading information or pictures to embarrass.
- Heated unequal arguments online, including making rude, insulting, or vulgar remarks.
- Isolating an individual from their peer group.
- Using someone else's screen name and pretending to be that person.
- Forwarding information or pictures meant to be private.

Cyber Sexual Bullying involves dissemination of or the solicitation or incitement to disseminate a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph or visual recording.

Social Media Bullying involves bullying through forums for social media, such as internet websites with free registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Digital Citizenship and Technology Provisions

The school recognizes that cyberbullying and digital harassment can occur through various platforms and may affect the school environment even when conducted off-campus. The school's authority extends to off-campus digital behavior when it:

- Substantially disrupts the school environment.
- Threatens the safety or well-being of students or staff.
- Interferes with students' educational rights.
- Creates a hostile environment on campus.

The school shall provide digital citizenship education and work with law enforcement and technology platforms as appropriate to address severe cyberbullying incidents.

Preventative Measures and Intervention Protocols

This policy will be reviewed each year with all staff and students. Staff members will discuss bullying with students and will provide age-appropriate examples to assist students in identifying bullying and understanding why it is inappropriate. All students will be informed that bullying will not be tolerated in any form. Students will be encouraged to report incidents of bullying whether they are the victim or an observer.

Immediate Intervention Protocols

All school personnel are trained in appropriate responses to observed incidents of bullying and shall:

- Take immediate action to stop the bullying behavior when it is safe to do so.
- Separate the individuals involved.
- Ensure the immediate safety of the target.
- Document the incident promptly and thoroughly.
- Report the incident to the administration team within 24 hours.
- Provide initial support to the target and appropriate consequences for the perpetrator.

Ongoing Support Services

Preventive measures and support services may include:

- Referring the student to an appropriate staff member or to the school's psychologist.
- Encouraging the student to become involved in new activities.
- Connecting students and families with community mental health resources.
- Providing ongoing counseling for persistent bullies, targets, and their parents/guardians.
- Implementing safety plans to ensure ongoing protection of targets.
- Offering restorative justice opportunities where appropriate.
- Classroom and homebase teachers handle the ongoing "checking-in" with students.

Annual Training Requirements

Each year, the School shall educate students about the negative impact of bullying other students. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed.
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Annual Parent Notification

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status, religious beliefs, or abovementioned characteristics or perceived characteristics. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Reporting Procedures

Multiple Reporting Options

Darnall Charter School provides multiple avenues for reporting bullying, discrimination, harassment, intimidation, or retaliation to ensure accessibility for all students and community members. Reports may be made to any school staff member, and all staff are trained to receive and forward reports appropriately.

Victims/Targets

All students who believe they have been the victim/target of bullying will promptly report the bullying to any Darnall Charter School staff member, including teachers, campus supervision, counselors, administrators, or support staff. Students have the right to report, the right to be protected from retaliation, and the right to remain anonymous.

Student Witness

All students who witness or become aware of bullying will report the bullying to any Darnall Charter School staff member.

Anonymous Reporting System

The school provides anonymous reporting options including:

- Anonymous reporting forms available in the main office student support office.
- Anonymous online reporting system through the school website.
- An anonymous tip box located in a secure area of the campus.
- Third-party reporting through trusted adults who can relay information while protecting the reporter's identity.

Parents/Guardians

All parents/guardians who become aware of any bullying are encouraged to report the bullying to any school staff member or through the reporting methods listed.

School Personnel

Any staff member who witnesses bullying will immediately intervene and take appropriate action to stop the bullying when it is safe to do so. In addition, the staff member will ensure student safety, document the incident, and immediately report the incident to administration. Any school personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Complaint Methods

A student may make a complaint, written or oral, to any of the following:

- Their teacher or any other school personnel.
- The principal of the School.
- The Executive Director.

Complaints may be submitted by any of the following methods:

- By phone at (619) 582-2822
- By email at brainey@darnallcharter.org
- By mail at 6020 Hughes Street, San Diego CA 92115
- In person at the school office
- Online at www.darnallcharter.org

Investigation and Appeal Process

Darnall Charter School administration will immediately investigate any alleged act of bullying reported to the schools by a student, parent, staff member, or any other person. The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident. All investigations will be completed as soon as possible, but in no situation will extend longer than thirty (30) days from the reporting date of the alleged incident(s).

Confidentiality

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

Documentation and Data Collection

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation. Documentation will be maintained for a minimum of one California Department of Education Compliance Monitoring cycle.

The school shall maintain data on all bullying incidents for state monitoring purposes, including:

- Number and types of incidents reported.
- Demographics of students involved (without identifying information).
- Actions taken and outcomes.
- Follow-up measures and their effectiveness.
- Trends and patterns in bullying behavior.

Appeal Process

In any instance where the student or parent/guardian of the student believes the outcome of the investigation has been reached in error, an appeal of the outcome may be brought before the Executive Director or designee for review of the findings of the investigation. At no point will this appeal create a requirement to reinvestigate the alleged incident(s), rather it will be used to determine the reasonableness of the investigation and outcome determination. At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution five days after the Board of Directors' next regularly scheduled board meeting.

State Appeal Process

If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Disciplinary and Other Action

Consistent and appropriate disciplinary action will be taken for bullying behavior. The primary purpose of such action is to protect the victim and to deter bullying behavior. The discipline imposed will match the offense, as determined by administration or their designees.

Off-Campus Conduct

Bullying that occurs off campus may result in consequences at school if the behavior substantially disrupts the school environment, interferes with the rights of students to be secure, poses a threat to student or staff safety, or otherwise affects the school climate.

Victim-Centered Approach

Regarding investigating reports of bullying, administrators or their designees will discuss bullying with the victim in a place where the victim feels secure. The initial discussion with the victim will not take place in the presence of the offending students. If more than one student is involved, the staff member will talk to each student separately. If an investigation substantiates that bullying has occurred, the administrator or designee will take appropriate action consistent with this and the school's discipline procedures.

Comprehensive Support Services

The school shall provide ongoing support to victims of bullying, including:

- Individual safety plans to prevent further incidents.
- Counseling and mental health support services.
- Academic accommodations as needed.
- Regular check-ins to monitor well-being.
- Referrals to community-based support services.
- Family support and resources.

Restorative Justice Options

Where appropriate and agreed upon by all parties, the school may implement restorative justice practices as an alternative or supplement to traditional disciplinary measures. These may include:

- Mediated conversations between affected parties.
- Community service projects.
- Peer mentoring programs.
- Skill-building activities for perpetrators.
- Circle processes to address harm and repair relationships.

Darnall Charter School recognizes that parents/guardians play an important role in educating their students and preventing bullying. The parents/guardians of each offending student will be informed of any bullying incidents involving their student. Parents of offending students may be encouraged to attend one or more conferences with the administrator, teacher, and/or school psychologist to review the bullying behavior and discuss strategies for correcting the behavior. The administrator/designee or psychologist will also inform the victim's parent/guardian as soon as reasonably possible. Parents/Guardians of students bullied may also be provided with resources to support their student and receive ongoing communication from the schools regarding the bullying situation.

Disciplinary action for bullying may include but is not limited to, loss of privileges, detention, alternate class placement, formal suspension, and possible recommendation for expulsion. Discipline for a violation of this policy is not necessarily progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion. If the administrator determines the conduct rises to the level of a crime, disciplinary action may also include notification of the police department.

Sexual Harassment Posting Requirements

The School shall post information that notifies pupils of the applicable written policy on sexual harassment. The posting shall display, at a minimum, all of the following:

- The rules and procedures for reporting a charge of sexual harassment.
- The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment.
- The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and/or cafeterias.

Dissemination of Policy and Training

A copy of this policy will be provided to staff, students, and parents annually via the staff handbook, student and parent handbook, and/or the school's website. This policy shall be posted on the School's internet website in a manner that is easily accessible. The policy must be translated in accordance with Education Code section 48985 requirements.

Darnall Charter School will make available training for all staff and students each school year. The school will provide to its certificated staff who serve pupils in 7th to 12th grade information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender and questioning pupils, or related to the support of pupils who may face bias or bullying on the basis of any of the actual or perceived characteristics set forth in this policy. The school must also provide the sexual harassment policy as part of any orientation program conducted for new and continuing students at the beginning of each quarter, trimester, or school session, as applicable.

This policy will be reviewed at least annually for compliance with state and federal laws and updated as necessary to reflect best practices in bullying prevention. This policy also applies to the Board of Directors and Executive Director of Darnall Charter School.

Safe and Orderly Environment

The school is committed to maintaining a safe and orderly environment conducive to learning.

This includes:

- Clear behavioral expectations for all community members.
- Consistent enforcement of conduct standards.
- Prompt response to safety concerns.
- Regular climate assessments and improvements.
- Comprehensive prevention and intervention programs.

Reporting Procedures

All incidents of discrimination, harassment, or hate crimes should be reported immediately to:

- **School Administration:**
 - Executive Director: Anne Mathews, amathews@darnallcharter.org.
 - Associate Director: Brian Rainey, brainey@darnallcharter.org.
- **Title IX Coordinator:**
 - Associate Director: Brian Rainey, brainey@darnallcharter.org.
- **Online Anonymous Reporting Form:**
 - <https://docs.google.com/forms/d/e/1FAIpQLSeb9r5nkmfLLOYOvkJyYMYMma4E-PR-h8hl0-kVKuKIAQL79aQ/viewform>

Schoolwide Dress Code Prohibiting Gang-Related Apparel

All students must adhere to Darnall Charter School's dress code. Please ensure that students wear clothing that adheres to the following guidelines:

- Shirts/tops must cover the entire midriff and backside.
- Footwear must be closed toed and closed heeled. No slippers, sandals, open toe shoes, backless shoes, crocs, or slip-ons.
- Hats, scarves, sunglasses, and gloves may only be worn outside and must be taken off once inside the classroom, cafeteria, or school buildings.
- No wallet chains or accessories that hang from the body will be allowed.
- Clothing should be in good repair with no rips or tears and of appropriate size.
- Clothing should not be excessively large or excessively tight.
- Clothing should not contain any pattern, design, or logo that is disruptive or inappropriate, vulgar, violent, promotes or is related to gang activity, or is discriminatory.

Gang-Related Apparel

- Darnall Charter School prohibits the wearing of gang-related apparel. For purposes of this policy, “gang-related apparel” is defined as clothing, accessories, or symbols that reasonably could be determined to threaten the health and safety of the school environment. Any determination that certain apparel is gang-related will be based on facts and circumstances that support this reasonable conclusion.

The dress code is enforced on school campus and at school-sponsored activities. Gang-related apparel is not considered protected speech for students.

Safe Ingress and Egress Procedures

Campus Access Control

Visitor Management

- All visitors must check in at the main office.
- Photo identification and check in via the school’s electronic check in system is required.
- Visitor badges are issued to all visitors, including volunteers, and must be worn visibly while on campus.
- If appropriate, an escort will be required for access to sensitive areas.
- The school requires background checks for regular volunteers and will keep record of these on file.
- A visitor log is maintained and accessible by office staff and administration for security purposes.

Student Arrival and Departure

- Designated drop-off and pick-up areas are located in the front of the school and are clearly marked with cones and painted curbs. Families are asked to drop off only in designated areas and obey all traffic laws.
- Adult supervision is provided during arrival/departure times at the following times:
 - Drop off: 8:00 a.m. - 8:30 a.m.
 - Pick Up: 3:00 p.m. - 3:30 p.m.
- Students arriving late to school must check in with front office personnel, who are stationed at the front gate immediately after school starts for convenience.
- Students may be released early only upon receipt of a parent or legal guardian signature. The adult picking up the student must be listed in the school’s records as an authorized individual and must have permission to remove the student from school.

Traffic Safety Measures

Parking Lot Safety

- Clearly marked pedestrian walkways: Pedestrian pathways are clearly delineated and maintained to ensure safe and predictable foot traffic throughout the parking lot. Markings are visible at all times and shall be repainted or repaired as needed to maintain clarity.
- Posted speed limits (5 mph maximum): Vehicle speed on school property shall not exceed five miles per hour. Speed limit signage is posted at all parking lot entry points.
- Crossing guards during peak times: Designated staff and safety patrol teams are assigned from 8:05 a.m. to 8:30 a.m. and from 3:00 p.m. to 3:15 p.m. (12:45 p.m. - 1:10 p.m. on minimum days) to direct pedestrian and vehicular movement and to facilitate safe student street crossing.
- Adequate lighting for evening events: Parking lots, walkways, and entry points are equipped with lighting to support visibility and personal safety during evening programs, events, or extended-use activities. Lighting is routinely inspected and maintained to ensure functionality.
- Emergency vehicle access maintained at all times: Fire lanes, loading zones, and other designated emergency access points must remain unobstructed at all times. Signage and pavement markings shall clearly indicate no-parking zones, and vehicles found blocking emergency access shall be subject to immediate removal.

External Safety Features

- Appropriate signage for proper ingress/egress: Exterior signage identifies school entry and exit points to support orderly traffic flow and safe access to campus. Signage is positioned to ensure visibility by both drivers and pedestrians and maintained in good condition.
- Clear directional signs within school buildings: Directional signage is posted inside main corridors and at key intersections to guide visitors, students, and staff efficiently to major locations (offices, classrooms, common areas, and exits). Signs are regularly reviewed for accuracy and readability.
- Emergency curb markings and fire lanes: Emergency access zones, including fire lanes and designated emergency vehicle staging areas, are visibly marked and kept free of obstructions at all times. Markings shall comply with applicable fire and municipal code requirements.
- Parking signage and designated spaces: Parking areas include signage that identifies reserved spaces (e.g., disabled parking, visitor parking, staff parking) and any related restrictions. Markings and signs remain legible and enforceable to maintain safety and accessibility.
- Entrance and exit signage visible and well-maintained: Campus entry and exit points include clear and prominent signage indicating authorized access routes, directional flow,

and restricted areas. Signs are routinely inspected and repaired or replaced to ensure ongoing visibility and effectiveness.

Campus Visitor Policies

All visitors must sign in at the main office upon arrival, provide valid photo identification, receive and display a visitor badge, follow escort procedures in designated areas, and sign out upon departure.

Access to School Grounds (Penal Code 626.81)

Individuals required to register as sex offenders under state law shall not be permitted on school grounds without the prior written authorization from a school's administrator for any lawful purpose or business on campus. In the event that written authorization is granted for a registered offender who is not a family member of a student to serve in a volunteer capacity, the school shall notify parents and guardians in advance of the dates and times during which the individual will be present on campus and inform them of their right to obtain additional information from local law enforcement.

Tactical Responses to Criminal Incidents

Procedures for Armed Individuals

The school has established procedures for tactical response to criminal incidents that may occur on campus or at school-sponsored events, including incidents involving individuals in possession of firearms or other weapons. These procedures are designed to support rapid situational assessment, effective coordination of emergency operations, and the safeguarding of students, staff, and visitors. Tactical response protocols are developed and periodically reviewed in consultation with local law enforcement agencies. Law enforcement partners provide guidance regarding threat response, incident containment, communication protocols, and post-incident procedures. Designated school personnel are trained in their respective roles within these protocols, including lockdown procedures, shelter-in-place actions, evacuation routes, communication procedures, and reunification operations as appropriate to the nature of the incident. Procedures are updated as required to remain aligned with current law enforcement practices, legal requirements, and lessons learned from drills and real-world events.

Emergency Response Protocols

Immediate Response

- Upon identification of a potential or actual emergency, staff shall take immediate action to ensure the safety of students, visitors, and personnel. Emergency services (911) shall be contacted without delay when the situation presents a risk to health, safety, or property. Lockdown or other protective actions (including shelter-in-place or evacuation) shall be

implemented as appropriate to the nature of the threat, consistent with established emergency procedures. School administration shall be notified as soon as practicable, and coordination with responding law enforcement and emergency personnel shall occur throughout the incident to support rapid and effective response operations.

Communication Procedures

- Internal communication during emergency incidents shall be conducted through the school's public address system, two-way radios, and other approved communication channels to ensure timely delivery of instructions and status updates to staff and students. External communication with the public, including parents, guardians, and media, shall be managed by designated personnel only. Parent and guardian notifications shall be disseminated through the school's automated communication systems once accurate and actionable information is available. Media inquiries and public statements shall be handled exclusively by the administration or its designated spokesperson to ensure information is accurate, consistent, and aligned with law enforcement guidance.

Active Shooter/Armed Assailant Drills

The school conducts drills to prepare for active shooters or other armed assailants, but will not conduct high-intensity drills. High-intensity drills include simulations with theatrical makeup, blood imagery, individuals posing as assailants or victims, or simulations instructing pupils to actively resist by throwing objects or attacking.

Drill Procedures

The school ensures a trauma-informed approach to drill design and execution, including:

- Age-appropriate and developmentally appropriate content developed with school personnel, including mental health professionals.
- Advance notice to all parents/guardians with the option to opt children out.
- Announcement immediately before and after drills.
- Post-drill notice to all parents/guardians.
- Provision of contact information for community resources for those negatively impacted.
- Prioritization of school-based mental health resources.

Prohibited Elements

Drills will NOT include real weapons, gunfire blanks, or explosions; theatrical simulations of violence or injury; individuals posing as assailants or victims; or instructions for students to physically resist assailants.

Assessment and Response to Dangerous, Violent, or Unlawful Activity

Reporting Channels

Immediate Threats

Call 911 immediately for any imminent threat or potential loss of life. This includes the following: bomb threat/suspicious package, firearm on campus, explosive on campus, fire, immediate risk of harm to student(s) and/or staff, intruder on campus, medical emergency, or possible abduction.

Notification of Law Enforcement (911 or non-emergency number)

- Notify law enforcement via 911 for immediate threats or via the non-emergency number for non immediate threats including assault with a dangerous weapon and/or resulting in great physical injury (EC 48902), loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring extensive suturing, or disfigurement.
- Call local authorities to report sexual assault or battery (Grades 4-12) (EC 48902) including touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse.
- Contact 911 for homicidal threat (Grades 6-8) (EC 49390) and for any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity.
- Notify law enforcement of a physical attack; assault or threat toward employee (EC 44014); for possession of controlled substance (EC 48902); and for possession of other dangerous weapons (EC48902) including a dirk, dagger, ice pick, knife having a blade longer than 2.5 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Local Reporting

- Darnall Charter School Main Office & Administration Office: (619) 582-1822
- Crimestoppers Anonymous Tip Line: 1-888-580-TIPS (8477)
- Online Reporting:
 - Crimestoppers: <https://www.p3tips.com/community/index.htm>.
 - Darnall Charter School Anonymous Reporting Form: <https://docs.google.com/forms/d/e/1FAIpQLSeb9r5nkfmLOYOvkJyYMYMma4E-PR-h8hl0-kVKuKIAQL79aQ/viewform>

Activity Locations Covered

This plan applies to all school operations and activities that occur on the school campus during regular instructional hours, including but not limited to classrooms, common areas, and outdoor

spaces. It also applies to school-sponsored activities and events occurring outside of the regular school day, whether held on campus or at external venues. School transportation services, including buses and authorized contracted carriers, are included within the scope of this plan. Additionally, off-campus school-related functions such as field trips, athletic events, and extracurricular activities are covered and must adhere to the same safety expectations, emergency procedures, and supervisory requirements outlined herein.

Response Protocols: Assessment Procedures

Immediate safety assessment of reported activity

Upon receipt of a report or observation of potentially dangerous or unlawful activity, designated school personnel shall conduct an immediate safety assessment to determine whether there is an imminent risk to students, staff, or visitors. Initial assessment focuses on securing the affected area, ensuring visibility and situational awareness, and activating emergency protocols when necessary.

Determination of threat level and appropriate response

Following the initial safety assessment, the school shall evaluate the nature and severity of the threat and determine the appropriate level of response. Actions may include shelter-in-place, lockdown, controlled evacuation, or standard supervision adjustments. Threat level determinations will be made at the direction of the Executive Director or designee and shall consider the credibility of the report, the immediacy of the risk, and any information provided by firsthand observers or responding personnel.

Coordination with law enforcement as needed

When a situation presents a potential criminal threat, or when required by law, the school shall coordinate with the San Diego Police Department or other relevant law enforcement agencies. Law enforcement partners shall advise on incident containment, investigative procedures, and public safety considerations. School administrators shall maintain ongoing communication with responding agencies to ensure unified operational response.

Documentation of incident and response actions

All incidents requiring assessment and response shall be documented. Documentation shall include the nature of the reported activity, the assessment conducted, decisions made, actions taken, personnel involved, and communication efforts. Records shall be retained pursuant to legal and regulatory obligations.

Follow-up investigation and monitoring

After immediate safety concerns have been resolved, the school shall conduct a follow-up investigation to verify facts, identify contributing factors, and ensure compliance with applicable laws and policies. Ongoing monitoring may be implemented to address residual safety concerns,

student needs, or behavioral risks. Follow-up procedures may involve coordination with law enforcement, mental health personnel, and other relevant agencies as circumstances require.

Response Protocols: Communication Protocols

Internal notification to administration and safety team

Upon confirmation or reasonable suspicion of a safety incident, staff shall immediately notify school administration, who will notify the designated school safety team through direct communication (primary), phone (primary) and email (secondary, for follow up if necessary). This ensures prompt situational awareness, coordinated response actions, and deployment of specialized personnel or emergency procedures as required by the nature of the incident.

External notification to law enforcement and emergency services

When an incident poses a threat to life, property, or public safety, the school shall contact local law enforcement and emergency services without delay. Notification shall be made to the San Diego Police Department, Fire-Rescue Department, or other agency as appropriate. External notifications are intended to facilitate rapid threat assessment, incident stabilization, and interagency coordination.

Parent/guardian notification as appropriate

Parents and guardians shall be notified of incidents that affect student safety, welfare, or access to school. Notifications shall be disseminated once accurate and actionable information is available, using the school's designated communication systems, and in most cases, via email. The timing, content, and frequency of notifications shall balance transparency with student safety, operational needs, and law enforcement direction.

District/authorizer notification per policy

The school will provide required notifications to its charter authorizer in accordance with applicable policies, reporting requirements, and contractual obligations. Notifications may include incident summaries, status updates, and post-incident reports as specified in governing documents or regulatory guidance.

Media communication through designated spokesperson only

All media inquiries, public statements, and press communications will be handled exclusively by the school's Executive Director or designee. Centralizing media communication ensures message accuracy, protects student privacy, and maintains consistency with law enforcement directives. Staff are prohibited from independently providing comment to media outlets regarding active or resolved incidents.

Response Protocols: Investigation and Follow-up

All reports are investigated promptly and thoroughly with appropriate disciplinary action taken. Support services are provided to affected individuals and the school community as needed.

Sudden Cardiac Arrest or Similar Life Threatening Medical Emergency

Emergency Response Procedures

The school has established procedures to respond to incidents involving an individual experiencing sudden cardiac arrest or similar life-threatening medical emergencies while on school grounds. Additionally, the school requires staff to be current and up to date with their CPR certifications, and performs an audit on personnel files to ensure that CPR certifications are up to date. First aid supplies are located in the health office and can be used during any emergency situation. These procedures integrate evidence-based core elements including coordination with local emergency medical services.

To respond to sudden cardiac arrest, quickly check for responsiveness and breathing. If unresponsive and not breathing normally, call 911. The 911 operator may direct you to begin CPR and/or use an AED.

Immediate steps to take:

- Check for Responsiveness: If you see someone collapse, ensure the scene is safe, then check for a response by tapping their shoulder and shouting, "Are you OK?".
- Call for Help: If they don't respond, call 911. Call for additional adult assistance. Direction from 911 may begin with CPR procedures.
- Start CPR: If the person is not breathing or is only gasping, begin CPR immediately.
 - CPR Steps:
 - Lay the person on their back.
 - Ensure the airway is open (tilt the head back and lift the chin).
 - Perform chest compressions: push hard and fast on the center of the chest at a rate of 100-120 compressions per minute.
 - Give rescue breaths after every 30 compressions.
 - Continue CPR until help arrives: Keep performing chest compressions or CPR with rescue breaths until emergency medical services arrive.
- When safe to do so, notify administration.
- Clear the area and ensure proper space is available for emergency personnel.
- Afterward, contact the school safety team for appropriate documentation procedures.

Resources and References

American Heart Association Cardiac Emergency Planning for Schools

- Cardiac Emergency Response Plan Toolkit:
<https://cpr.heart.org/en/training-programs/cardiac-emergency-response-plan-cerp/cerp-for-your-school>
- Hands-Only CPR and AED School Resources:
<https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr>
- AHA Guidelines for CPR and Emergency Cardiovascular Care:
<https://cpr.heart.org/en/resuscitation-science/cpr-and-ecc-guidelines>
- CPR & First Aid Training Programs: <https://cpr.heart.org/en/cpr-courses-and-kits>
- Student CPR & School Readiness Resources:
<https://cpr.heart.org/en/training-programs/community-programs/community-resources/school-resources>

Nationally Recognized Emergency Cardiac Care Guidelines

- AHA CPR and Emergency Cardiovascular Care Guidelines:
<https://cpr.heart.org/en/resuscitation-science/cpr-and-ecc-guidelines>
- International Liaison Committee on Resuscitation (ILCOR) CoSTR:
<https://costr.ilcor.org/>
- National Association of School Nurses Emergency Preparedness:
<https://www.nasn.org/home>
- National Athletic Trainers' Association Emergency Action Plans:
<https://educate.nata.org/products/nata-position-statement-emergency-action-plan-development-and-implementation-in-sport>
- NFHS Sudden Cardiac Arrest Resources:
<https://nfhslearn.com/courses/sudden-cardiac-arrest>
- U.S. Department of Education School Emergency Management: <https://rems.ed.gov/>

Local Emergency Medical Services Protocols (San Diego County Context)

- County of San Diego EMS Agency Prehospital Protocols & Guidelines:
<https://www.sandiegocounty.gov/content/sdc/ems.html>
- San Diego Fire-Rescue Department: <https://www.sandiego.gov/fire>
- County of San Diego Health & Human Services Agency Emergency Preparedness:
<https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/PublicHealthPreparednessResponse.html>
- San Diego Regional 911 Dispatch Information: AlertSanDiego.org
- San Diego County Law Enforcement Agencies Directory:
<https://www.sandiegocounty.gov/content/sdc/me/lawlinks.html>
- U.S. Department of Education REMS Technical Assistance Center:
<https://rems.ed.gov/Training.aspx>

Protocol for Conducting a Threat Assessment

Darnall Charter School maintains a formal protocol for conducting threat assessments to identify, evaluate, and address potential threats to student, staff, and campus safety. When a concerning behavior, communication, or incident is reported, a multidisciplinary Threat Assessment Team consisting of school administration and appropriate support personnel will promptly convene to assess the level of risk using established criteria and available information. The team will review relevant records, interview involved individuals as appropriate, and determine whether the threat is transient or substantive. Based on the findings, the school will implement proportionate interventions, which may include safety planning, mental health supports, disciplinary action consistent with policy, and coordination with law enforcement or other external agencies when required. All threat assessments and actions taken will be documented, monitored, and reviewed to ensure ongoing safety and compliance with applicable laws and regulations. For specific steps to take, refer to the [Darnall Charter School Crisis Intervention Procedures](#).

Protocol for Suspected Opioid Overdose

The school has established a protocol for situations where a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. In addition, the school uses the following prevention strategies:

- Distribution of materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to how opioids and fentanyl affect the body's systems, refusal strategies, the signs and symptoms of use/abuse, and the science of addiction.
- Distribution of safety advice to families regarding opioid overdose prevention via the school's website and in the annual parent/guardian notifications.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Steps for Individuals Responding to Possible Overdose

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin. To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by

opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.) The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

Step 1: Evaluate for Signs of Overdose

Signs of overdose, which often results in death if not treated, include unconsciousness or inability to awaken, slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened, and/or fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

Step 2: Call 911

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. Say "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

Step 3: Administer Naloxone

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone. Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose. Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection. All naloxone products are

effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening. Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women. The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

Fentanyl Involved Overdoses

Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl involved overdoses.

Step 4: Support Breathing

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

Step 5: Monitoring

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring. Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

Withdrawal

The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder. If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a nonoverdose medical emergency. In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

Responding to Opioid Overdoses

- DO attend to the person’s breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the “recovery position” on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON’T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON’T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON’T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON’T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Instructional Continuity Plan

Purpose

This Instructional Continuity Plan (ICP) establishes procedures for maintaining educational services and communication with pupils and their families when in-person instruction is disrupted due to an emergency. This plan applies to all students enrolled at Darnall Charter School and ensures compliance with Senate Bill 153 (Chapter 38, Statutes of 2024) requirements and Education Code sections 32282, 51747, 51749.5, 51865, and 60010. This ICP aligns with independent study modalities and access and equity requirements.

Definitions

Emergency: Any situation that prevents normal in-person instruction, including but not limited to natural disasters, health emergencies, infrastructure failures, safety threats, or other unforeseen circumstances that require school closure or evacuation.

Instructional Days: Days when instruction would normally occur according to the school's approved academic calendar, excluding weekends and previously scheduled holidays.

Independent Study Modalities: Educational approaches that comply with Education Code sections 51745, 51746-51747, including written agreements, educational objectives, methods of study, and evaluation procedures.

Access and Equity: Ensuring all students have equal opportunity to participate in educational programs regardless of socioeconomic status, disability, language barriers, or other factors as outlined in Education Code 51865(b)(1).

Pupil Engagement Procedures

Within five (5) calendar days of an emergency as defined above, an initial communication protocol will be initiated, which will include the following:

Day 1-2: Immediate Response

- The school's administration or designee will activate an emergency communication system within 24 hours of the emergency declaration. Initial notification will be sent via all available channels including the school website and social media platforms, email to all registered family accounts, text messages through the school's SMS system to all registered family accounts, phone calls using an automated calling system to known numbers, and printed notices mailed to known addresses if electronic communication is unavailable.

Day 3-5: Comprehensive Outreach

- The school will conduct wellness checks through phone calls to every enrolled family and will deploy multilingual staff to ensure communication with non-English speaking families.
- The school will coordinate with available community partners to reach families without reliable communication access, and will establish temporary communication centers at available community locations if needed.

After initial notification, the school will establish two-way communication with families that will include the following:

Primary Communication Channels

- Email correspondence with response tracking.
- The availability of video conferencing platforms for real-time interaction.
- Phone lines staffed during the hours of 7:00 a.m. - 6:00 p.m.
- Text messaging system with reply capabilities.
- Online form for submitting questions and receiving updates.

All communications will be provided in English and Spanish, with additional language support as needed. Visual and audio communication options will be available for students with disabilities, and technology support for families needing assistance with digital platforms will be provided by school staff. Additionally, within five (5) calendar days, families will be asked to complete a comprehensive needs assessment indicating:

- Academic support requirements.
- Technology and internet access.
- Social-emotional and mental health concerns.
- Basic needs (food, shelter, safety).
- Communication preferences and accessibility needs.

To respond to student and family needs, the school will conduct a technology assessment and technology distribution that includes the assignment of available laptops, tablets, and Wi-Fi hotspots to all pupils as needed. In case of a power failure, the school will develop printed materials. In all cases, the school will ensure equitable access to technology regardless of family income or housing situations.

As a support, assigned school staff will be available for virtual check-ins with students. Additionally, assigned staff will contact all families of students with an active IEP or 504, as well as families of English Language Learners for support. The school will also identify community resources available for families in need and will share information to families using established communication channels.

Instructional Access Plan

Within ten (10) instructional days of an emergency, the school will implement a remote instruction plan that is in alignment with independent study requirements. All remote instruction will comply with Education Code sections 51747 and 51749.5 as required by SB 153, including:

- Written agreements between school, student, and parent/guardian outlining educational objectives.
- Methods of study appropriate for each student's individual needs and learning style.
- Evaluation procedures and timelines for student progress assessment.
- Regular contact and communication requirements between teachers and students.

Access and Equity Compliance (EDC 51865(b)(1))

- Ensure all students have equal access to remote instruction regardless of socioeconomic status, disability, English proficiency, or housing situation.
- Provide accommodations and modifications as needed for students with disabilities.
- Offer multilingual support for non-English speaking families.

- Address technology gaps through device pick up and connectivity provision.

Technology Distribution

- Within three (3) instructional days, the school will begin the deployment of available devices to students without access.
- The school will establish a Wi-Fi hotspot lending program for families lacking internet connectivity.
- The school's technology support team will be available via phone and email.
- Provide printed materials for families unable to access digital resources, to be picked up on site or mailed home to families.

Access to Instructional Materials and Resources (EDC 60010(h))

- Digital textbooks and curriculum materials available through the school's learning management system.
- Printed materials delivered to homes when digital access is unavailable.
- Multilingual materials and translation services for ELL families.
- Instructional resources and materials accessible in the wake of an emergency.
- Clear specification of how pupils can access schoolwork, whether printed or non-printed provided by the school.

Learning Management System

- The school will activate a comprehensive online learning platform within two (2) instructional days (Google Classroom, Seesaw, or similar program).
- Provide grade-level appropriate content aligned with school's curriculum standards.
- Ensure platform accessibility for students with disabilities.
- Offer online parent training sessions on platform navigation.
- Promote access to independent study program written agreements at the beginning of the school year to ensure pivot capability.
- Maintain an online instructional platform to make remote instruction options accessible when necessary.

Daily Instructional Schedule

- **TK-2:** Four (4) hours daily (including breaks), emphasizing foundational skills.
- **3-5:** Five (5) hours daily with structured core subject instruction.
- **6-8:** Five and a half (5.5) hours daily following modified block schedule.
- Synchronous (live) instruction combined with asynchronous (independent) work.
- Instructional standards equivalent to independent study programs.

If school facilities remain inaccessible beyond 10 instructional days, the school will ensure that it makes arrangements with neighborhood organizations and centers to provide temporary

classroom space. Every effort will be made to establish satellite learning centers in community buildings that are in close proximity to the school. The school will ensure the continuation of special programs (special education, ELL services) and will establish clear timelines for return to the school site when facilities are available.

The school will also work to create a blended learning approach in which a combination of in-person instruction at alternative locations and remote learning will take place. The school will prioritize in-person services for students with greatest needs such as students in special education, students requiring intensive services, English language learners needing additional support, and students identified as at-risk academically or socially. In all cases, the school will maintain small group sizes to ensure safety and personalized attention.

Special Populations and Services

Students with Disabilities

Students with disabilities will continue to receive all services outlined in their Individualized Education Programs (IEPs) and 504 plans through both virtual and in-person options, with appropriate accommodations maintained throughout the emergency period. Related services such as speech therapy, occupational therapy, and counseling will be provided via teletherapy platforms when appropriate, ensuring continuity of specialized interventions that support student progress toward their individual goals. Case managers will maintain regular contact with families to coordinate support services, monitor student progress, and address any emerging needs during the instructional disruption. Throughout the emergency response, the school will ensure equal access to remote instruction by providing necessary modifications and supports that allow students with disabilities to meaningfully participate in all educational activities alongside their peers.

English Language Learners

The English Language Development (ELD) program provides continuous, specialized instruction through online classes designed specifically for language learners. The program's foundation is built on ensuring equitable access to curriculum content while simultaneously supporting language development, recognizing that English learners must not sacrifice academic achievement while acquiring language skills, but rather should experience both growth areas in tandem.

Foster Youth and Students Experiencing Homelessness

The program provides priority access to technology and internet connectivity for students experiencing homelessness, while coordinating with social services to address basic needs. Flexible scheduling accommodates unstable housing situations, supported by dedicated staff who provide case management and advocacy services to ensure students receive comprehensive support.

Students in Crisis

Through collaboration with community mental health providers, the program offers mental health services through teletherapy and in-person options, supported by crisis intervention to ensure that students receive coordinated care that addresses their psychological well-being during challenging circumstances. All instruction and support services incorporate trauma-informed approaches, recognizing that emergency situations can significantly impact students' emotional and psychological states and ensuring that educational delivery methods are sensitive to these needs while maintaining effective learning outcomes.

Health and Safety Protocols

The program implements comprehensive student wellness monitoring through daily attendance tracking and mental health screening for students showing signs of distress to ensure early identification and intervention. Mandatory reporting procedures for suspected abuse or neglect continue to operate seamlessly within the remote learning framework. This systematic approach to wellness monitoring ensures that students receive appropriate care and protection regardless of their learning modality. The school will distribute breakfast, lunch, and supper to the extent possible through its facility, and will coordinate with local food distribution programs to ensure students maintain access to nutritious meals, establishing meal pickup locations for families in need.

Staff Responsibilities and Training

Administrative Team

The administrative team will activate emergency response protocols while coordinating closely with its authorizer (San Diego Unified School District) and other regulatory bodies to ensure compliance and proper oversight during crisis situations. Regular communication with the school board is to be maintained to provide updates on emergency operations and decision-making processes, while the team oversees the comprehensive implementation of the continuity plan to ensure all aspects of emergency educational services are delivered effectively.

Teachers and Support Staff

To prepare, teachers and support staff will participate in mandatory emergency training annually, maintain current contact information for all students, adapt curriculum for remote delivery while maintaining academic standards, and provide regular feedback to students and families.

Family Engagement Specialists

Designated staff will conduct outreach to ensure all families are contacted, provide technology support and training, connect families with community resources, and serve as liaison between school and community partners.

Communication and Accountability

Progress Monitoring

Bi-weekly surveys will be administered to families regarding instructional effectiveness. Daily attendance and engagement tracking will take place for all students. Regular assessment of student academic progress will be conducted by teaching staff. A monthly evaluation of plan effectiveness will take place, pulling data from family surveys, student progress data, and staff input.

Reporting Requirements

The school will send daily reports to the authorizing agency during the emergency period, or as often as requested by the authorizing agency. Weekly updates to school staff and the board of directors, as well as the community will be made available. These reports and updates will provide documentation of all services provided and challenges encountered. After a return to in-person instruction, a post-emergency comprehensive evaluation and plan revision may take place.

Community Partnerships

The school will seek to maintain relationships with local emergency services and coordinate with community organizations for resource sharing. The school will establish mutual aid agreements with neighboring schools as available and will engage local businesses for technology and connectivity support.

Plan Activation and Review

The activation procedures establish clear authority for the Executive Director or designee to activate the emergency plan, immediately triggering emergency communication protocols to notify staff, families, and educational partners of the situation and response measures. Coordination with local emergency management agencies ensures that school emergency responses align with broader community safety efforts and that resources are appropriately shared and utilized. Throughout the activation process, comprehensive safety protocols are implemented to protect both staff and students, ensuring that all emergency response activities prioritize the physical and emotional well-being of the school community while maintaining essential educational services during crisis situations.

Safe Reopening Procedures

When appropriate to resume in-person instruction, a set of conditions must be met to ensure safe reopening, including the lifting of any evacuation orders, confirmation that power and utilities are functioning, healthy air quality has been verified, and access to safe and clean water is available. The campus must be free from debris and hazards, with internet fiber lines connected and functioning, while adequate staffing is available including coverage for staff affected by the emergency, and kitchens are operational for meal service. A comprehensive facility safety

assessment must be completed in coordination with local health and safety officials, with implementation of any required health and safety protocols before reopening can occur. Communication of the reopening timeline and procedures to all educational partners is essential, along with providing transition support for students returning from remote instruction, assessing and remediating any learning gaps that may have occurred during the emergency period, and restoring full special education services and accommodations.

Annual Review and Updates

This plan will be reviewed annually by the school leadership team to ensure alignment with updated CSSP and emergency response protocols, and input will be gathered from staff and families, with updates made based on lessons learned and changing needs. Board approval will be required for any significant modifications to this plan.

Training and Preparedness

The school will maintain comprehensive training and preparedness through annual emergency drills that include testing of communication systems and staff professional development on independent study requirements. Communication to inform parents and guardians about emergency procedures and technology access will be sent out and made available on the school's website, ensuring that households can successfully navigate emergency educational transitions.

Immigration Enforcement Policy

Introduction

Darnall Charter School is committed to providing a safe and inclusive learning environment for all students regardless of immigration status. Consistent with federal guidance recognizing schools as sensitive locations and the provisions of Education Code section 234.7, Darnall Charter School limits access by immigration enforcement officers except as required by law. Darnall Charter School complies with the California Safe Haven Schools Act (Assembly Bill 49) and related state laws that limit assistance with immigration enforcement and require notification when immigration enforcement is present on campus. This policy is adopted in accordance with Assembly Bill 49, Education Code sections 234.7, 32282, 32288, and applicable guidance issued by the California Department of Education and the California Department of Justice.

Gathering and Handling Student and Family Information

Darnall Charter School does not collect or maintain information regarding a student's or family member's immigration status. Personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

If Darnall Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, or if parents or guardians choose not to provide such information during the collection of personal information for purposes of enrollment and/or federal reporting requirements, Darnall Charter School shall not use the acquired information or such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school. Darnall Charter School shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

Where any law contemplates submission of national origin-related information to satisfy the requirements of a special program, Darnall Charter School personnel shall solicit that documentation or information separately from the school enrollment process. Where permitted by law, the Executive Director of Darnall Charter School shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Darnall Charter School's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Darnall Charter School shall not solicit or collect entire Social Security numbers or Cards and shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Darnall Charter School staff shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school. Darnall Charter School shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

Sharing Information Regarding Students, Their Families, and Employees

Student records are protected under the Family Educational Rights and Privacy Act (FERPA) and applicable state law and shall not be disclosed without parental consent, a valid judicial warrant, or court order. In cases where disclosing student records is required or allowed by law, Darnall Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with FERPA. Darnall Charter School personnel shall take the following

action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify the Executive Director or Designee about the information request, including who is making the request and the requested timeline for producing the information.
- Provide students and families with appropriate notice and a description of the officer or employee's request.
- Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes.
- Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information.

Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served prohibits disclosure, Darnall Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. Darnall Charter School shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only. Darnall Charter School should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the agency.

No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with requirements set forth in Section 99.31(a)(9)(ii) of Title 34 of the Code of Federal Regulations. If faced with an administrative subpoena, Darnall Charter School shall consult legal counsel to determine how or whether to respond as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS, without a court order, judicial warrant, or judicial subpoena.

Darnall Charter School's request for written parental, guardian, or eligible student consent for release of student information must include the following information:

- The signature and date of the parent, guardian, or eligible student providing consent.
- A description of the records to be disclosed.
- The reason for release of information.
- The parties or class of parties receiving the information.
- If requested by the parents, guardians or eligible student, a copy of the records to be released.

Darnall Charter School shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of

student information that is not otherwise subject to release, Darnall Charter School shall not release the information.

If the request seeks information regarding an employee, the same procedures as above should be followed, except that human resources personnel should be consulted first.

Responding to On-Campus Immigration Enforcement

Darnall Charter School shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices, and train staff on those measures. Darnall Charter School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Darnall Charter School personnel shall not voluntarily provide information about students, families, or school operations, including schedules, contact information, or locations, except as required by a valid judicial warrant or court order. These procedures apply to all immigration enforcement requests, whether made in person, by telephone, electronically, on or off campus.

Immediately or as early as possible, Darnall Charter School personnel shall notify the school Executive Director or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Darnall Charter School personnel must take the following actions:

- Advise the officer that before proceeding with the request, and absent exigent circumstances, Darnall Charter School personnel must first receive notification and direction from the Executive Director.
- Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor.
- Ask the officer for her/his reason for being on school grounds and document it.
- Ask the officer to produce documentation that authorizes school access.
- Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records.
- If the officer declares that exigent circumstances exist and demands immediate access to the campus, Darnall Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.

If the officer does not declare that exigent circumstances exist, Darnall Charter School personnel shall respond to the requirements of the officer's documentation as follows.

If the officer has:

- An ICE (Immigration and Customs Enforcement) administrative warrant: Darnall Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Executive Director and the school's legal counsel or other designated agency official.
- A federal judicial warrant (search-and-seizure warrant or arrest warrant): Compliance with such a warrant may be legally required. Consult with the Executive Director or designee before providing the officer/agent access to the person or materials specified in the warrant. The Executive Director or designee may consult with the school's legal counsel prior to complying when appropriate.
- A subpoena for production of documents or other evidence: Immediate compliance is not required. Therefore, Darnall Charter School personnel shall inform the Executive Director or designee (who may consult the school's legal counsel or other designated official of the subpoena) and await further instructions on how to proceed.

Darnall Charter School personnel shall not consent to access by an immigration-enforcement officer, except as described above. At the same time, Darnall Charter School personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, Darnall Charter School personnel shall document his or her actions while on campus and if safe and feasible, accompany them at all times.

Documentation

After the encounter with the immigration officer, Darnall Charter School personnel shall promptly take written notes of all interactions with the officer. Darnall Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Executive Director or designee, who may provide the notes and documents to the school's legal counsel. Darnall Charter School's legal counsel and Executive Director or designee shall submit a timely report to the governing board regarding the officer's requests and actions and Darnall Charter School's response(s). The notes taken by Darnall Charter School personnel must include, but are not limited to:

- List or copy of the officer's credentials and contact information.
- List of all Darnall Charter School personnel who communicated with the officer.
- Details of the officer's request.
- Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge.

- Darnall Charter School personnel's response to the officer's request.
- Any further action taken by the officer/agent.
- Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

Notification Procedures (Senate Bill 98)

Pursuant to Education Code section 32282, as amended by Senate Bill 98 (Chaptered 2025), Darnall Charter School has established procedures for notifying parents, guardians, teachers, administrators, and Darnall Charter School personnel when the school confirms the presence of immigration enforcement on the school site. These procedures prioritize the safety and well-being of pupils, employees, and community members.

Parental Notification for Student Access

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at Darnall Charter School, Darnall Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

Darnall Charter School personnel must immediately notify the student's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Mass Notification

Once the presence of immigration enforcement agents is confirmed on campus, the Executive Director or designee shall notify the following Darnall Charter School personnel using the most expedient method available (email, text message, two-way radio, or public address system):

- All school administrators and the executive secretary.
- All teachers and classroom staff.
- Campus security and facilities staff.
- School counselors and student support staff.
- Front office personnel.

As soon as is possible and practicable, after confirming the presence of immigration enforcement on campus, the Executive Director or designee shall notify all parents and guardians using one or more of the following communication channels:

- Email: Sent to all registered family email addresses using the school's mass communication system.
- Text Message: Sent to all registered family mobile phone numbers.
- Automated Phone Call: Delivered via the school's emergency calling system.
- Website: Posted on the school website homepage.
- Posted Notice: Displayed at main entrance or front office.

Notification Content

All notifications to parents, guardians, and Darnall Charter School personnel shall include the following information, as applicable and appropriate:

- Date and approximate time of immigration enforcement presence on campus.
- General nature of the immigration enforcement activity.
- Whether students were affected or present during the immigration enforcement activity.
- Assurance that the school is following its immigration enforcement assistance policy and limiting assistance to the extent permitted by law.
- Information about available support services, including counseling and mental health resources.
- Reference to the California Attorney General's 'Know Your Rights' resources.
- Contact information for questions or concerns.
- Reminder that the school does not inquire into immigration status and does not discriminate based on actual or perceived immigration status.

All notifications shall be provided in English and Spanish, and in any other language spoken by 15% or more of enrolled students' families.

The Executive Director or designee may also provide follow-up communication to parents, guardians, and school personnel to confirm that immigration enforcement agents are no longer on campus, share available support resources, and provide a point of contact for general questions or concerns.

Training

All Darnall Charter School personnel shall receive annual training on immigration enforcement procedures and the school's immigration enforcement policy. Training shall include:

- How to identify immigration enforcement agents.
- Procedures for immediately notifying administration.
- What to say and not say when interacting with immigration enforcement agents.
- Student and family rights under state and federal law.
- Notification procedures required under SB 98.
- Resources for supporting students and families affected by immigration enforcement.

Designated Personnel

The following Darnall Charter School personnel are designated to handle immigration enforcement matters and facilitate training:

- Primary: Anne Mathews, Executive Director, amathews@darnallcharter.org.
- Secondary: Brian Rainey, Associate Director, brainey@darnallcharter.org.
- Administrative Support: Carol Hill, Executive Secretary, chill@darnallcharter.org.
- School personnel can also be reached via phone at (619) 582-1822

Support Services and Resources

Darnall Charter School is committed to supporting students and families affected by immigration enforcement activities. The following services and resources are available:

School-Based Services

- Counseling Services: Individual counseling for students experiencing stress or anxiety related to immigration concerns.
- Mental Health Support: Referrals to mental health professionals and community-based organizations.
- Academic Support: Flexible scheduling and academic accommodations for students affected by family immigration issues.
- Family Engagement: Designated staff available to meet with families to discuss concerns and connect them with resources.

External Resources

- California Attorney General – “Know Your Rights” Guidance.
 - Families and staff may access official “Know Your Rights” materials and immigrant community resources provided by the California Department of Justice. Resources include information on constitutional rights, interaction with law enforcement, family preparedness planning, and how to report potential civil rights violations.
 - Website: www.oag.ca.gov/immigrant/resources
- Legal Aid Organizations (Immigration Legal Services Referrals).
 - Legal Aid Society of San Diego
 - Phone: 1-877-534-2524
 - Website: www.lassd.org
 - Casa Cornelia Law Center
 - Phone: (619) 231-7788
 - Website: www.casacornelia.org
 - Pathways to Citizenship San Diego
 - Phone: (858) 509-2589
 - Website: www.pathwayssd.org

- San Diego County Office of Immigrant and Refugee Affairs
 - Phone: (866) 262-9881
 - Website: www.sandiegocounty.gov/oira
- Crisis Support and Emergency Services
 - Families experiencing emotional distress, crisis, or urgent needs may access 24/7 support services, including:
 - 988 Suicide & Crisis Lifeline (dial 988; multilingual support available)
 - San Diego Access & Crisis Line: 1-888-724-7240
 - 2-1-1 San Diego for referrals to housing, food, health, and legal resources
- Emergency services should be accessed by dialing 911 when there is an immediate threat to safety.

Notice to Parents and Guardians

At the beginning of each school year, Darnall Charter School shall provide notice to all parents and guardians informing them of:

- The school's immigration enforcement notification procedures.
- The school's immigration enforcement assistance policy.
- The school's commitment to providing a safe and inclusive environment regardless of immigration status.
- Available support services and resources.
- California Attorney General's 'Know Your Rights' information.

This notice shall be provided in English, Spanish, and any other language spoken by 15% or more of enrolled students' families. The notice shall also be posted prominently on the school website and in the administrative building.

In addition, Darnall Charter School must provide an annual notice to parents and guardians of its general information policies that includes:

- Assurances that Darnall Charter School will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Darnall Charter School.
- A list of the circumstances or conditions under which Darnall Charter School might release student information to outside people or entities.
- A statement that, unless Darnall Charter School is providing directory information or information permitted to be disclosed without parental consent under FERPA and California Education Code, Darnall Charter School shall notify parents or guardians and eligible students, and receive their written consent, before it releases a student's personally identifiable information.
- Even for those exceptions that permit the release of education records without parental consent, Darnall Charter School is required to notify the student and their family unless an exception exists. These exceptions do not require prior notification.

If Darnall Charter School decides to release directory information, it shall provide an annual notice to parents and guardians, and eligible students in attendance, of its directory information policy that includes:

- The categories of information that Darnall Charter School has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Darnall Charter School receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's, guardian's, or eligible student's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline in which the parent, guardian, or eligible student must notify the school in writing that they do not want the information designated as directory information.

Policy Review and Updates

This immigration enforcement policy shall be reviewed and updated as part of the school's Comprehensive School Safety Plan review process, or more frequently as needed to ensure compliance with applicable state and federal laws.

Comprehensive School Safety Plan Review and Updates

This Comprehensive School Safety Plan shall be reviewed and updated annually by March 1st of each year by the School Safety Planning Committee. The annual review will consider changes in school enrollment and demographics, newly identified safety threats or concerns, lessons learned from drills and actual emergency situations, and updates to applicable state and federal requirements. The process will also incorporate input from staff, students, parents, and community partners, and ensure continued coordination with local emergency response agencies to maintain alignment with best practices and response protocols.

The publicly available version of the Comprehensive School Safety Plan excludes certain appendices that are maintained in a separate, restricted staff-only version of the plan. These appendices include, but are not limited to, evacuation maps, locations of emergency supplies, and specific emergency staff assignments. This separation is intended to safeguard sensitive operational information and ensure that detailed emergency response procedures are accessible only to authorized school personnel.

The review process includes quarterly safety committee meetings, with additional sessions convened as needed, to gather feedback through surveys and other input mechanisms. Incident reports and safety data are analyzed to assess trends and effectiveness, staff and student preparedness is evaluated through training reviews, and existing resources, including equipment, supplies, and funding, are assessed for adequacy. Based on these findings, the plan's policies and procedures are revised as necessary and presented to the governing board for review and formal adoption.

Review and Approval by School Site Council: February 19, 2026.

School Site Council Representative: Kim White-Steele

Board Adoption: February 26, 2026