



(TK-8th)
School Safety Plan
2025 Version

647 E. St.,
Chula Vista, CA 91910
619 934-0300

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I. The School Safety Plan Overview

This School Safety Plan has been prepared to fulfill the obligation of Howard Gardner Community School as set forth in its charter petition, pursuant to Education Code section 47605(c)(5)(F), to develop a school safety plan addressing the safety topics listed in subparagraphs (A) to (L) of paragraph (2) of subdivision (a) of Education Code section 32282, as applicable. It will be reviewed and updated annually by March 1 by a School Site Council.

Development of this version of the School Safety Plan took place in November 2025. A hearing will be held on the School Safety Plan on December 8, 2025 at the HGCS, in the MPR. The most current copy of the plan will be available in the school office for public review in a redacted form, with all tactical responses, lockdown, and bomb threat procedures removed from the publicly available version.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Kat Shaw, Executive Director

619 934 0300

kshaw@hgcschool.org

647 E. St, Chula Vista, CA 91910

II. General School Information

School Profile

- **2024-25 enrollment:** 185
- **Grades:** TK–8
- **Certificated teachers (Admin included):** 13
- **Classified staff:** 27

Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

School Site Council/Safety Committee:

Our SSC is made up of 4 parents, admin, 2 teachers, 1 classified staff. We meet 5 times a year to discuss and approve funding, events, and programs.

III. Emergency Response Plan

Emergency Situation Parent Communication

In an emergency situation, the Executive Director will gather members of the Safety Response Team immediately to draft a plan to communicate with families. When deemed necessary, the Safety Response Team will use school messenger and PBIS parent messenger, to send out an urgent alert text message and phone call to every parent registered on the platform.

Emergency Supplies

Emergency Backpack Location:

- Each classroom (including intervention room, therapy area, school psych office, etc.)
- PE closet
- Cafeteria
- Each office area
- Front office

Emergency Backpack Supplies:

Backpack (1), Flashlight (1), Batteries (2), Scissors (1), First Aid instruction summary sheet (1), Pad of paper (1), Pen (1), Pencil (1), Light stick (1), Whistle (1), Sewing kit (1), Safety pins (1)

pkg), Plastic trash bags (6 pkgs), Small paper bags (2 pkgs), Paper cups (2 pkgs), Pre-moistened towelettes (1 pkg), Hydrogen peroxide (1), Tylenol (2 pkgs), Tums (1 pkg), Ammonia inhalants (4), Ziploc sandwich bags (2), Telfa pads (1 box), Band-Aids (1 box), Cold packs (2), Adhesive tape (1 roll), Disposable gloves²³ (10 pairs), Toilet tissue (1 box).

Use of Facilities for Mass Care and Welfare Shelters

Howard Gardner Community Charter School grants authority to 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 the public health and welfare. The School shall cooperate with the public agency in furnishing and maintaining the services as the School may deem necessary to meet the needs of the community.

Emergency Response Plans

The safety coordinator is responsible for assigning staff to the safety response team, and for ensuring that the list is updated regularly. It is required by fire codes to exhibit an evacuation map specific to the school site in each and every classroom and office room by the door, as well as by each fire extinguisher and fire exits. After school staff are aware of the safety plan and the night custodial staff to assist after-school staff with emergency supplies as needed.

Fire Emergency

1. **Fire Alarm:** If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.
2. **Announcement:** Safety Response Team Member will announce via phone speaker and walkie talkie "Attention please, leave the building. Evacuate the building. Leave the building. Evacuate the building and listen for further instructions."
3. **Walkie Talkie and backpacks:** If walkie talkies are not already on, turn on walkie talkies to channel (known by staff). Classroom teachers to take Emergency Backpack and Emergency Contact Roster.
4. **Evacuate:** Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: Parking lot. The Safety Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Safety Response Team will search for any missing students and staff.
5. **Take roll:** Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in the meeting area for further instruction.
6. **Further instructions & Return:** Await further instructions from the Fire Department.

Earthquake Emergency

1. **Announcement:** At the onset of an earthquake, Safety Response Team Member will announce via phone speaker and walkie talkie: "Earthquake. Duck and cover. Earthquake. Duck and cover. Earthquake. Duck and cover."

2. Immediate response:

- *If indoors:* Turn away from windows, suspended objects or outside walls. Drop to the floor, take cover under a desk, table or against an interior wall. Make your body as small as possible; cover head and neck while protecting chest. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation. If an aftershock occurs while you are exiting the building, “Drop, Cover and Hold On” until the shaking stops.
- *If outdoors:* Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) and call out to students, “Duck and cover”. Students drop to the ground and cover their head and neck with arms. Watch for dangers that may demand movement. Be prepared to duck and cover again due to aftershocks. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.

3. **Walkie Talkie and backpacks:** If walkie talkies are not already on, turn on walkie talkies to Channel (known by staff). Classroom teachers to take Emergency Backpack and Emergency Contact Roster.

4. **Evacuate:** Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: Parking lot. The Safety Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. The Safety Response Team will search for any missing students and staff.

5. **Take roll:** Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in the meeting area for further instruction.

6. Further instructions & Return:

- *If there is minimal damage:* Safety Response Team will announce “All Clear. All Clear. Please return to your normal activity.” Staff and students will return to classrooms in a quiet and orderly fashion.
- *If there is damage to the campus:* Safety Response Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The Executive Director will assess the situation. The Safety Response Team will make an announcement over the phone speaker and walkie talkie to evacuate, stand by, stay indoors or may release students to go home. Safety Response Team will listen to the battery or crank-operated radio for further emergency information.

Electrical/Gas/Water Failure

The Executive Director will notify the electrical company at 800-336-7383, water utility company at 619-420-1413 and/or the Fire Department at 619-691-505537. The Safety Response Team will make an announcement over the walkie talkies or megaphone to evacuate or stand by. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Chemical Spill/Biological Threat

- *If substance released indoors:* Safety Response Team will make an announcement over the intercom speaker or walkie talkie to evacuate the building. Call 911 and the fire department. Lock or rope off area – DO NOT TOUCH ANYTHING. Evacuate room and TURN OFF air conditioning system. If N95 masks are accessible, all staff and students should place them over their noses and mouth. Wash with soap and water if you contact the substance. Remove contaminated clothing.
- *If substance is released outdoors:* Executive Director will determine if students should be evacuated. Make an announcement to evacuate or stay indoors. Close doors and windows and TURN OFF air conditioning / HVAC system. If necessary to leave, move crosswind.

Explosion

- *Indoors:* Drop down to the floor and DROP AND COVER. Turn away from windows. Take cover under a desk. Call 911.
- *Outdoors:* Safety Response Team will activate STAY INDOORS. Call 911. Remain indoors until ALL CLEAR signal.

Death/Suicide

Board Leadership and the Executive Director will be notified in the event of a death or suicide on campus. The Safety Response Team will phone 911 and the County Office of Education. Activate STAY INDOORS. The Executive Director will control and organize media. Assigned person(s) will ensure that counseling services are available as soon as possible.

Adaptation for Students with Disabilities

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP. Students will also have a pre-designated location in their classrooms reserved for them during lockdown, shelter-in-place, and earthquakes.

- **Visually Impaired:** Announce the type of emergency. Offer your arm for guidance. Tell the person where you are going.
- **Hearing Limitations:** Turn lights on/off to gain attention, indicate directions with gestures, or write a note with EVACUATION directions.
- **Mobility Impaired:** Evacuate as injured persons. Assist/accompany, use a sturdy chair to move, or help carry. Give priority to wheelchair users with electrical respirators.

Reunite the person with the wheelchair as soon as it is safe.

Reunification Plan

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

- **Step 1:** Return to homeroom classrooms or line up at Evacuation Point.
- **Step 2:** Assign roles (Identifier, Runners, Guard at Point of Exit).
- **Step 3:** Designate areas: Point of Entry (Front gate), Reunification Point (Classrooms), Point of Exit (Side gate), First Aid Station (Office).
- **Step 4:** Parents fill out Student Release Form at Point of Entry. Identifier verifies info. Runner retrieves student. Parents meet students at Reunification Point. Exit through Point of Exit.

Safety Response Team Members

- Kat Shaw, Executive Director
- Joy Wash, Site Facilitator
- Marisol Cortes, Director of Operations
- Hala Robin, Registrar
- Elizabeth Gordon, Coordinator of Instruction and Data

Emergency Drill Schedule

It is the Operations Team's responsibility to schedule emergency drills throughout the year and record the date and time of each drill.

- **Fire Drill:** At least once per quarter.
- **Earthquake Drop & Cover Drill:** Twice per school year.
- **Major Disaster Drill:** Twice per school year.
- **Lock Down Drill:** Twice per school year.

2024-25 Drill Schedule (Subject to change):

- Fire 1: 8/7/25
- Lock Down 1: 9/18/25
- Fire 2: 10/16/25
- Fire 3: 11/18/25
- Bomb Threat: 12/16/25
- Earthquake 2: 10/16/25
- Fire 4: 2/3/26
- Lockdown 2: 3/17/26
- Fire 5: 4/23/26

Training & Trauma-Informed Drill Procedures

We provide training on emergency drills to teachers and staff during our beginning of the year professional learning week as well as on the professional learning day on each Friday before the drill.

Trauma-Informed Drill Approach and Parental Notification

Howard Gardner Community School ensures a trauma-informed approach to the design and execution of all emergency drills, particularly those regarding active shooters or armed assailants.

- **No High-Intensity Simulations:** The School shall not conduct "high-intensity drills" that include theatrical makeup, fake blood, or simulations of an active shooting.
- **Parent Notification:** Parents and guardians will be notified in advance of any lockdown or active shooter drill.
- **Opt-Out:** Parents or guardians have the right to opt their child out of lockdown/active shooter drills. Alternative safety instruction will be provided to students who opt out.
- **Post-Drill Support:** An announcement will be made to students immediately following the drill to signal its conclusion. The School will provide access to school-based mental health resources for any student or staff negatively impacted by the drill.

Emergency Contact Datasheet

- Emergency: 911
- CVPD Police Department: 619.691.5151
- CVPD Fire Department: 619.691.5055
- American Red Cross, Chula Vista: 800-733-2767
- Electric Utility: 800.336.7383
- Water Utility: 619.420.1413
- Poison Control: (800) 222-1222

Ensures that all activities are conducted in as safe a manner as possible. Has the authority to stop an authorized plan from being put into action.

Command Staff - Training Coordinator/Student Support Services: Kat Shaw

Responsible for all training prior to the incident.

Command Staff - Public Information Officer: Elizabeth Gordon

Acts as the official spokesperson for the school site in an emergency situation. Contact the Executive Director, School Board, and families as appropriate. Convey that everything is going to be okay. Answer questions completely and truthfully.

Plans Chief: Marisol Cortes

Oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc..

Operations Chief: Hala Robin

Exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources⁹⁰. Oversees Search and Rescue Team, Facilities Team, Security Team, Patient Transport, Medical-First Aid, and Parent Pick-up Team .

Logistics Chief: Joy Wash

Responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Oversees Supply Teams, Builders/Sanitation Team.

Finance Chief: Marisol Cortes

Responsible for monitoring costs related to incident, procurements, claims and community helpers⁹⁴.

V. School Safety Practices, Policies, and Procedures

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately. Howard Gardner Community School will provide annual training on the mandated reporting requirements.

Suspension and Expulsion Policy and Procedures

Please see policy appendix A attached at the end of this document.

Notification of Dangerous Pupils

Howard Gardner Community School desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed regarding crimes and offenses by students who may pose a danger in the classroom. This information must be kept confidential. All teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years.

Anti-Discrimination/Anti-Harassment Policy and Hate Crime Reporting

Howard Gardner Community School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic. HGCS prohibits sexual harassment, including cyber sexual bullying.

School Dress Code

Any clothing, signs, attire, or paraphernalia which are identified by site administration as being "gang related" or which cause rival gangs to be openly hostile to each other or create an atmosphere of intimidation on campus may be forbidden.

Safe Ingress/Egress Procedures

Volunteering:

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance. A volunteer shall also have on file a certificate showing they are free of infectious tuberculosis. Volunteering must be arranged 48 hours in advance.

Visitation:

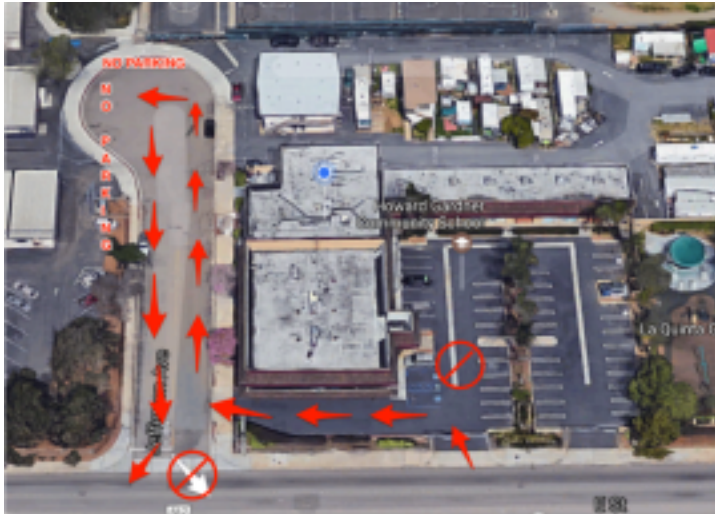
Visits during school hours should first be arranged with the teacher and Executive Director at least 48 hours in advance. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office. Visits should not exceed approximately 60 minutes.

Drop-off And Pick-up Policy:

Pick UP:



Drop Off:



- **Drop Off:** Every day of the week parents must enter campus through the WEST GATE on E Street.
- **Pick Up:** TK & Kindergarten parents may enter school through the E Street (WEST GATE) and park (2:00 – 2:15 pm). 1st – 6th Grade parents enter school through the E Street (WEST GATE) and park (2:00 – 2:15 pm). 7th – 8th Grade parents proceed down Jefferson Avenue.
- **Traffic Flow:** When exiting campus, all parents must only make a right turn (West) on E Street.

Safe and Orderly Environment/Disciplinary Procedures

Howard Gardner Community School students are required to adhere to the Student Code of Conduct, which is included in the Student Handbook.

Reporting of Dangerous, Violent, or Unlawful Activities

If any student, family member, or member of the community learns of any dangerous, violent, or unlawful activity, they are strongly encouraged to report that activity—anonynously if necessary—to the Executive Director (619-934-0300).

Response to Apparent Opioid Overdose

- **STEP 1: Evaluate for Signs of Overdose:** Unconsciousness, slow/shallow breathing, blue/purple lips.
- **STEP 2: Call 911:** Report “Someone is unresponsive and not breathing” and location.
- **STEP 3: Support the Person’s Breathing:** Perform rescue breathing if trained. Check airway, tilt head back, pinch nose, give two slow breaths.
- **DO’s and DON’Ts:** DO stay with the person. DON’T slap or forcefully stimulate. DON’T put the person in a cold bath (shock risk). DON’T try to make the person vomit.

VI. Behavioral Health Referral Protocols (SB 153 Compliance)

Purpose and Scope

In accordance with **Education Code Sections 49428.1 and 49428.2**, Howard Gardner Community School (HGCS) maintains a formal protocol for identifying and referring students in grades 7 & 8 who may be experiencing behavioral health challenges. This policy ensures timely access to support services and provides a clear pathway for staff, students, and families to report concerns.

The Referral Process

1. **Identification:** Staff, peers, or family members observe behavioral changes (e.g., social withdrawal, sudden academic decline, or expressions of self-harm).
2. **Internal Referral:** Concerns are reported to the **School Psychologist** or the **Executive Director**.
3. **Assessment:** The designated behavioral health professional conducts a preliminary screening to determine the level of care needed.
4. **Action Plan:** Depending on the assessment, the school will:
 - Provide immediate on-site counseling.
 - Refer the family to external school-linked behavioral health partners (Care Solace)
 - Notify the parent/guardian immediately, unless doing so poses a clear safety risk to the student.

Referral Contact Information

- **Main Office:** 619-934-0300
- **Behavioral Health Liaison:** School Psychologist
- **Emergency Services:** 911
- **County Mental Health/Poison Control:** (800) 222-1222
- **Mobile Crisis Response Team:** 1-888-724-7240

Staff Training and Certification

HGCS is committed to the following training mandates to be completed by **July 1, 2027**:

- **Certificated Staff:** 100% of teachers and administrators in grades 7 & 8 will receive evidence-based youth behavioral health training.
- **Classified Staff:** At least 80% of classified staff with direct pupil contact will receive youth behavioral health training.
- **Resource:** Training is provided through the **Youth Mental Health First Aid** program in partnership with the CDE.

Appendix A: Suspension and Expulsion Policy (AB 1230 Updates)

Howard Gardner Community Charter School Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students.

Grounds for Suspension and Expulsion:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance.

Enumerated Offenses:

1. **Discretionary Suspension Offenses:** Caused physical injury, used force/violence, possessed controlled substances, committed robbery, caused damage to property, possessed tobacco, committed obscene act, disrupted school activities, possessed imitation firearm, committed sexual assault, engaged in hazing or bullying.
2. **Non-Discretionary Suspension Offenses:** Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

Suspension Procedure:

- **Conference:** Suspension shall be preceded, if possible, by a conference conducted by the Executive Director with the student and parent.
- **Notice:** Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return.
- **Time Limits:** Suspensions shall not exceed five consecutive school days per suspension.

Expulsion Procedures:

Students recommended for expulsion will participate in a hearing within thirty school days. The hearing shall be held in closed session unless the pupil requests a public hearing. Written notice of the hearing shall be forwarded at least ten calendar days before the hearing.

Special Procedures for Students with Disabilities:

HGCS shall immediately notify the SELPA and coordinate procedures for the discipline of any student with a disability. Within ten school days of a recommendation for expulsion, the IEP/504 Team shall review relevant information to determine if the conduct was a manifestation of the child's disability.

I. Educational Placement and Notification

Before an expulsion order is finalized, Howard Gardner Community School (HGCS) must ensure the following:

- **Notification of Options:** The governing board shall notify the pupil and their family of all available educational options for expelled students.
- **Timeline for Referral:** No later than **three (3) days** after the expulsion, HGCS must complete the initial referral of the pupil for enrollment in an alternative educational program.

II. Mandatory Rehabilitation Plans

At the time of an expulsion order, the governing board must recommend a rehabilitation plan tailored to the individual needs of the student.

- **Required Content:** The plan must address the specific behavior that led to the expulsion and include a periodic review process.
- **Assessment Deadline:** The plan must include a preliminary assessment for readmission at least **45 days before** the end of the expulsion term.
- **No-Cost Requirement:** HGCS is prohibited from requiring a student or their parent/guardian to pay for any costs or services necessary to complete the rehabilitation plan.
- **Access Assistance:** HGCS must assist the student in locating accessible opportunities (such as counseling or community service) necessary to complete the plan.

III. Readmission Procedures

Readmission is no longer purely discretionary and is governed by strict standards regarding student access to resources.

- **Presumption of Readmission:** The governing board **shall readmit** the student unless a finding is made that the student has not *substantially* met the conditions of the plan despite having access to necessary resources.
- **Barrier Protection:** A student **cannot be denied readmission** if the failure to complete the plan was due to financial or transportation barriers, or a lack of viable opportunities to complete the plan.
- **Extended Terms:** If readmission is denied, the expulsion term may only be extended by **one (1) additional semester** at a time, followed by a new readmission assessment.

IV. Data Maintenance

HGCS must maintain the following additional data for annual reporting:

- The average length of expulsion terms ordered, including all extensions.
- Data on rehabilitation plan completion rates and successful readmissions.

Appendix B: Instructional Continuity Plan (ICP)

Introduction and Purpose

This Instructional Continuity Plan (ICP) outlines the strategies and procedures Howard Gardner Community Charter School will implement to ensure the continuation of meaningful learning experiences for all students in the event of a school disruption that prevents traditional in-person instruction. This plan aims to minimize learning loss, maintain student engagement, and support the social-emotional well-being of our school community during such times.

Potential Disruption Scenarios

This plan is designed to be adaptable to various disruption scenarios, including but not limited to:

- **Public Health Emergencies (e.g., Pandemic):** School closures due to illness outbreaks.
- **Natural Disasters (e.g., Earthquake, Fire, Flood):** Physical damage to the school building or unsafe conditions.
- **Facility Issues (e.g., Power Outage, Water Main Break):** Temporary closure due to infrastructure problems.
- **Community Emergencies (e.g., Civil Unrest):** Situations that make it unsafe for students and staff to be on campus.

Guiding Principles

- **Prioritize Student Well-being:** Ensuring the safety, health, and emotional support of students and staff is paramount.
- **Maintain Educational Equity:** Providing accessible and equitable learning opportunities for all students.
- **Focus on Essential Learning:** Prioritizing core academic content and skills.
- **Clear Communication:** Maintaining consistent and transparent communication with students, families, and staff.

Phases of Disruption Response

- **Phase 1: Initial Disruption/Short-Term Closure (1-5 Days):** Focus on immediate communication, basic engagement activities, and assessing the situation.
- **Phase 2: Mid-Term Closure (1-4 Weeks):** Transition to more structured remote learning, focusing on core content and providing regular feedback.
- **Phase 3: Long-Term Closure (More than 4 Weeks):** Implement a comprehensive

remote learning program with a focus on curriculum continuity, social-emotional support, and ongoing assessment.

- **Phase 4: Return to In-Person Learning:** Plan for a smooth transition back to the school building.

Contact Information to Ensure Access to All

- **Learning Management System (LMS):** Google Classroom & PBIS will serve as the central hub.
- **School Website:** Will be used for official announcements and updates.
- **Email:** info@hgcschool.org
- **Phone Calls:** School line, 619 934 0300, will be forwarded to the admin's cell phone.
- **Video Conferencing Platforms:** Zoom for live virtual instruction.
- **Digital Resources:** Access to online learning platforms.
- **Printed Materials:** Worksheets, packets, and other non-digital resources.

Roles and Responsibilities

- **School Administration:** Oversee ICP implementation; Ensure communication; Allocate resources; Assist families with temporary reassignment to other local educational agencies if the school is unable to offer instruction for an extended period.
- **Teachers:** Develop engaging remote instruction; Communicate regularly (daily online sessions/weekly phone calls); Provide feedback; Monitor well-being.
- **Students:** Actively participate; Communicate challenges; Adhere to online behavior expectations.
- **Parents/Guardians:** Support participation; Maintain communication; Inform school of changes in technology access.
- **Technology Support Staff:** Provide technical assistance; Maintain infrastructure.
- **Counseling and Support Staff:** Provide virtual counseling; Monitor social-emotional well-being.

Communication Plan

- **Emergency Notification System:** PowerSchool phone calls, text messages, and email alerts.
- **Regular Updates:** Website, Google Classroom, and Email.
- **Feedback Mechanisms:** Surveys provided via weekly newsletter links.

Technology and Resource Access

- **Device Inventory & Loaners:** School-owned devices available for loan.
- **Internet Access:** Mobile hotspots provided to those without reliable internet.
- **Technical Support:** Email help@hgcschool.org or call the main line. Loaner laptops provided during repairs.
- **Alternative Formats:** Printed materials/audio available for students with accessibility needs.

Social-Emotional Support

- **Virtual Counseling:** Available via phone/video.
- **SEL Activities:** Integrated into remote instruction.
- **Resources for Families:** Provided on website/newsletter.
- **Referral Services:** Contact 619 934 0300 for family support referrals.

Professional Development for Staff

Staff will receive training on technology, online pedagogy, social-emotional support recognition, and accessibility/equity strategies.

Special Populations

- **Students with Disabilities:** IEPs/504s adapted for remote learning. Accommodations implemented to ensure access.
- **English Language Learners:** Visual aids, translated materials, and language practice opportunities provided.

Return to In-Person Learning (Phase 4)

A phased approach will be used based on health authority guidance, addressing safety protocols and learning gaps. Continued social-emotional support will be provided for readjustment.