

Comprehensive School Safety Plan

2026-27 School Year

School: The O'Farrell Charter Schools
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San Diego CA 92114
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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at The O'Farrell Charter Schools - either main office.

Safety Plan Vision

The safety and welfare of our students and their families are of major concern to The O'Farrell Charter School Board of Directors and to all personnel. It is essential that a safe and orderly environment be restored following an emergency or critical incident; for this reason; we actively plan, rehearse, and evaluate our state of readiness and ability to successfully cope with any emergency. Our

efforts will include the required elements so that families are aware of and support the procedures that the school will adhere to in a time of disaster.

Components of the Comprehensive School Safety Plan (EC 32281)

The O'Farrell Charter Schools Safety Committee

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at www.ofarrellschool.org and www.ingenuitycharter.org.

Assessment of School Safety

The School Site Council reviews data every year. The data is not part of this report and can be found at the school sites within the School Site Council notes.

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

THE STAFF WILL:

Hold regular meetings to identify problem areas or concerns.
Hold regular meetings that provide training in classroom management strategies and social skills curriculum. Enforce school wide rules, procedures and expectations for all students.
Deal with all discipline issues in a timely manner.
Review substance abuse programs and substance use intervention contracts.
Provide instruction in zero tolerance, safety, and school rules.
Maintain the school uniform policy and work with staff on proper enforcement.
Teach thematic lessons to all students through homebase related to safety, crime prevention and promoting tolerance. Lock doors and windows when not in the classroom, draw blinds, and make sure room alarms are functioning during non-school hours.
Establish reward programs for positive behavior and attendance.
Dismiss students according to the school's procedures.

THE STUDENTS WILL:

Review the concerns of school crime through the homebase program and/or PE classes or supervising teachers. Report problems, concerns or suspicious activity to O'Farrell/Ingenuity staff.
Sign and abide by the provisions of the charter school contract.
Follow and practice the FALCON Way.

THE SCHOOL WILL:

Have emergency procedures and supplies in place prior to school opening.
Practice emergency lockdown and fire drill procedures with all staff and students.
Require all staff and visitors to wear visible forms of identification.
Review and analyze suspension data regularly. Share data with appropriate staff members to change campus supervision as appropriate.
Work with the community to improve communication and safety awareness.
Work with city officials to monitor traffic safety and crosswalks around the school.
Maintain accurate equipment inventory and serial number records for each classroom.
Repair vandalism and remove graffiti immediately or before students' arrival if possible.
Notify San Diego Police services, including Central Dispatch of all burglary incidents.
Install security fencing to secure the school grounds.
Maintain systems to address restorative practices, positive behavioral interventions & supports (PBIS), and other support programs.
Provide an anonymous reporting system that can be monitored 24/7 for student safety issues (suicide ideation, bullying, threats, etc), suspected criminal behavior, and other safety concerns.

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

All teachers, instructional aides, teachers' assistants, classified employees, administrative officers, supervisors of child welfare and attendance personnel employees, and licensed nurses must report suspected child abuse. An online module, which provides awareness and training is given to all certificated/classified employees at the beginning of the school year or at the time of hire. The platform PublicSchoolWorks is utilized for this purpose and was introduced at the start of the 2025/26 school year.

Suspected child abuse forms are available from the Child Protective Services website, the campus health technician, or the counseling center.

A known or suspected instance of child abuse must be reported by telephone or by fax, immediately or as soon as practically possible, to one of the child protective agencies.

a. Integrated Child Protected Services: Department of Social Services – (858) 560-2191

Persons observing evidence of suspected child abuse may inform and/or consult with staff from the school counseling office, but this is not required. Students and parents shall be aware that students may also report instances of child abuse on themselves or others to their teachers, counselors, principals, or superintendent.

All reports are confidential.

b. The persons reporting should not contact the child's home or conduct an investigation of any kind.

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

Disaster Plan

To be prepared in the event of a disaster or emergency situation, the school staff has prepared a site emergency preparedness plan. This plan coordinates all emergency activities of staff and students and gives each person on site a definite plan of action to be used for an emergency.

It is most important for staff to realize that emergency preparedness must become a normal part of a continuous planning process throughout the year. A well prepared and tested plan will minimize injuries and loss of life in a major disaster; therefore, it is expected that all staff members be familiar with the school's emergency preparedness plan.

Disaster planning experts indicate that in the event of a natural calamity such as an earthquake, school staff should be prepared to be self-sufficient for as long as 72 hours. It is the goal of the disaster planning committee to ensure the safety and accountability of students and staff and at the same time provide for their needs within that 72-hour period.

Staff members should remember that in times of stress, they must remain calm, evaluate the situation, and take action based on the best available information. Be aware that your calm behavior and clear communication will influence the students and other staff members.

Adaptations for Students with Disabilities

Evacuation Procedures:

All evacuation routes (on and off campus) are clearly marked and free from obstructions for students who use a wheelchair walker, or cane, or have limited mobility/visual impairments.

Mobility Disabilities Evacuation

Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students.

Two-Person Swing Carry (also known as chair carry)

One rescuer on each side of the student

Press in close to the student when carrying for extra support

One rescuer takes the student's wheelchair/walker down the stairs

Avoid putting pressure on the student's arms, legs, or chest

Blind/Low Vision Evacuation

Speak calmly

Use direct, concrete phrases without multiple steps

Extra practice helps students gain familiarity with the evacuation route

Communicate hazards as you guide

Consider tactile strips along the evacuation route

Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

Speak calmly

Use direct, concrete phrases without multiple steps

More frequent drilling is helpful to accustom students to a different routine

If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement

Use touch and eye contact to gain students' attention

Flick lights rapidly to gain students' attention

Speak in short, clear phrases

Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)

Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off.

Remember to tell them to turn the hearing aids back up.

Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

Speak calmly

Use direct, concrete phrases without multiple steps

Long-term training, more frequent drilling and reminders are helpful

Use simple, concrete words

Avoid multiple-step directions

Allow extra processing time for response

Use visual or tactile cues

Account for unaccompanied students immediately in an emergency

May need more supervision

Autism Spectrum Evacuation

Speak calmly

Use direct, concrete phrases without multiple steps

Allow extra processing time for response

Utilize visuals (i.e., PECS, iPad icons, etc.) to communicate when necessary

Avoid touch if possible

More frequent drilling is helpful to accustom students to a different routine

Find quiet location in assembly area away from extra stimulation

Check for injuries if appropriate, as some people who have autism do not react to pain

Account for unaccompanied students immediately in emergency

May need more supervision

If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

Medically Fragile/Special Healthcare Needs Evacuation

Speak calmly

Use direct, concrete phrases without multiple steps

More frequent drilling is helpful to accustom students to a different routine

Search and Rescue team is not to re-enter building for equipment/supplies left behind

- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door

Suction machines must have their plug-in adapter daily as it may need to be switched to a generator. Backpacks are recommended for carrying supplies to keep hands free

Pre-label supplies with student names

Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula) Take care moving oxygen as it is pressurized, and secure tanks once moved

Account for unaccompanied students immediately in an emergency

Earthquake Procedures

Does the student have a physical disability that makes getting under a desk difficult? (i.e., Lock/Cover/Hold on instead of Drop/Cover/Hold on)

Roll wheelchair into an area of the classroom with structural protection

Lock wheels

Cover head and eyes to best of ability

Rescuers need to drop, cover, and hold on, too Assisted Toileting

Create an accessible latrine stall o commercially available or build with materials on-hand (unused walker) o extra-large stall for maneuverability (two privacy screens)

Table with straps and privacy

Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Students Who Have Medical Procedures during the School Day

Designate area for medical protocol station

Privacy screen

Table with straps

Equipment necessary for medical protocols

Medication

Do you have extra doses of prescription non-expired medications on site and available (e.g. EpiPen, Diastat, Insulin)? Do you know what significant medications are taken by students during non-school hours?

Have a plan for enhanced student care without medication

Protect the privacy of medical information

Transportation/Relocation

Know what type and number of specialized buses you may need for transportation.

Talk with families about their plan to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer period of time.

Parent Concerns

Parents are encouraged to voice their concerns regarding evacuation procedures to their school teams at any time, including requesting an IEP/504 meeting to document these concerns (if applicable).

Public Agency Use of School Buildings for Emergency Shelters

The American Red Cross has the ability to use our school buildings for emergency shelters.

All public employees are declared by law to be disaster services workers (Government Code 3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school district employees function as disaster services workers depends in large measure upon the decisions of the various school sites and their supervisory personnel.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Board Policy on Pupil Suspension and Expulsion ("Policy") #5001 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. O'Farrell shall focus on the correction of a student's specific misbehavior through means of correction other than punitive measures such as suspension and expulsion. The Principal may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior. O'Farrell's ultimate goal is to keep students in class and in school so that they can benefit from the instructional program provided.

A full copy of the 14 page board policy can be found at this link:

[https://go.boarddocs.com/ca/ofar/Board.nsf/files/DA3LHZ56B237/\\$file/Board%20Policy%20%235001%20Suspension%20Expulsion%2010.14.24.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/DA3LHZ56B237/$file/Board%20Policy%20%235001%20Suspension%20Expulsion%2010.14.24.pdf)

or at:

<https://www.ofarrellschool.org/>

Board of Directors

Board Policies

Policies

5000 Students
5001 Suspension & Expulsion

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

The superintendent will provide all teachers with information received from the court and the Probation Department regarding students that previously have committed violent or dangerous crimes. Such information will be made available to teachers, counselors, and administrators with direct supervisory experience over the student.

Teachers, counselors, and administrators may access such information through the superintendent who maintains a file for this purpose. Any such information received by a teacher, counselor, or administrator shall be confidential and not be disseminated any further. In addition, teachers have full access through digital platforms to view all prior disciplinary actions or incidents occurred by their assigned students.

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

The Board prohibits sexual harassment of school employees and job applicants and has created Board Policy on Staff Sexual Harassment #4004 for this purpose.

The Board also prohibits retaliatory behavior or action against school employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. Education institutions prohibit discrimination on the basis of gender. The O'Farrell Charter Schools (OCS) offers all persons, regardless of gender, equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by OCS. OCS works to provide a workplace free of sexual harassment and considers such harassment a major offense, which may result in disciplinary action up to and including the dismissal of the offending employee. Sexual harassment includes sexual advances, requests for sexual favors, and other sexual verbal or physical conduct when: (1) submission of the conduct is made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive work environment.

A full copy of the two page board policy can be found at this link:

[https://go.boarddocs.com/ca/ofar/Board.nsf/files/CMXUC57B506C/\\$file/%234004.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/CMXUC57B506C/$file/%234004.pdf)

or at:

<https://www.ofarrellschool.org/>

Board of Directors.

Board Policies

Policies

4000 Personnel

4004 Staff Sexual Harassment

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

The O'Farrell Charter School (OCS) requires that all students wear uniforms. This information is shared with parents, as follows:

Approved OCS uniforms may be purchased at Mario's Family Clothing (7761 Broadway Ln, Lemon Grove, CA 91945. 619-469-8391).

Mario's has a copy of the uniform policy for each school that lists all of the approved OCS uniform clothing. Please do not purchase anything that is not a part of this uniform policy as it will not be permitted on campus.

Purpose: Safety and Unity: Research has shown that students who dress alike also enjoy an increased sense of unity. The same evidence shows that uniforms will increase student safety, reduce violence, and make it much easier to identify persons who do not belong on campus. Student uniforms ensure that we avoid styles of clothing that could be misinterpreted as gang-related, distracting, or immodest.

Scholarships/Assistance: Assistance may be available for students and families in need through counselors. Contact them directly for more information.

Enforcement: Infractions will be routed to the student's teacher, who will then follow through with appropriate disciplinary actions. Please refer to your school's student handbook or the parent handbook for information about the consequences of uniform violations.

Student uniforms must fit properly, not exceeding one size beyond the correct size, and may not be modified, altered, or changed in any way. This includes bagging or sagging pants, oversized shirts, skinny pants, safety pins, rubber bands, etc. Clothes may not have a ripped or torn appearance. Rain gear, hats, or other extreme weather and other non-uniform items must be removed and put away upon campus entry.

The O'Farrell Elementary School Uniform requirements can be obtained at the school site office.

The O'Farrell Middle School Uniform requirements can be obtained at the school site office.

The O'Farrell High School Uniform can be viewed by clicking below found on page 10:

<https://4.files.edl.io/b1c9/10/01/25/161231-8a1d2501-250c-477e-a2b9-6f8b9a9d28c3.pdf>

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

In the O'Farrell/Ingenuity student planner and/or handbook, students are reminded that school behavioral standards are in effect en route to and from school as well as during extracurricular activities both on and off campus. Students are also reminded of this during discipline assemblies/meetings.

1. Parents and students are reminded about traffic safety and crosswalk use in the student planner and school newsletter.
2. Site staff are posted at all entrances/exits before and after school.
3. Entry or exit to the campus is only allowed through supervised gates.
4. Student campus access is restricted in the mornings only into supervised areas and students are escorted off campus each day after school.
5. As required by state law, each principal/site administrator shall conduct safety drills periodically (including fire, earthquake/disaster preparedness and lockdown drill) to maintain awareness of procedures.
6. Visitors on campus must check in to the office to receive permission to be on campus. Any visitor on campus without having gone through the proper check-in procedures may be reported to the San Diego Police Department for trespassing.
7. Site emergency plan will be reviewed annually by staff and Safety Committee.

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

Goal

By April 30, 2026, the school will update the Emergency Evacuation Plans to include new evacuation routes aligned with the new facility and to include a clear plan for the use, location, and communication of new safety backpacks in each classroom, ensuring staff readiness during emergencies. The update will include a review and revision as necessary of the current plans for all

emergencies (evacuation, shelter in place, active shooter, flood, etc.)

Component:

Evacuation and Emergency Preparedness

Element:

1. Evacuation routes
2. Emergency supplies
3. Plans for types of emergencies

Opportunity for Improvement:

Revised evacuation routes are needed due to the change on campus with the new facility.
Staff feedback requested emergency supplies, resulting in the decision to have classroom safety backpacks.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To revise evacuation routes to ensure quick and smooth evacuation in the event of an emergency. To ensure school safety with supplies to support an emergency and to increase staff understanding of the emergency plan.	Communicate new evacuation routes. Share updated evacuation routes with all staff via staff meeting and written communication.	Evacuation maps Emergency supplies Backpacks with a checklist of supplies	Jill Andersen Rhonda Hatcher Malone Duc Bui Samantha Pohaku	Creation of an Incident Command System with information shared with all staff members
	Print and post evacuation maps at all exit doors across campus.			Posted evacuation maps
	Identify off-campus evacuation locations. Determine and confirm designated off-campus evacuation locations. Update evacuation maps to reflect these locations.			Posted evacuation maps

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Conduct evacuation drills. Schedule and hold at least one evacuation drill using the new routes. Collect staff feedback and note any needed adjustments.			List of completed drills
	Review and update safety plan Review current safety procedures for all emergencies (evacuation, shelter-in-place, active shooter, flood, etc.). Revise procedures as needed and redistribute updated plans to staff.			Date of distributed plans to staff
	Inventory and prepare safety backpacks. Conduct a full inventory of safety backpacks. Restock missing or expired items. Clearly label each backpack with location and purpose.			
	Distribute safety backpacks Distribute backpacks to assigned staff/locations. Maintain a distribution log.			
	Train staff on backpack use Provide staff with an overview of backpack contents. Clarify when and how items should be used during emergencies.			Evidence of staff training

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Establish ongoing inventory process Create a schedule for routine backpack inventory checks (e.g., quarterly). Assign responsibility for monitoring and restocking.			

Goal

Efficiently have all staff check in (report) during all emergency evacuations.

Component:

Consistently use the designated Incident Command Center.
 Designate back up person(s) to account for staff attendance.

Element:

1. All staff need to know their roles and Incident Command needs to be revamped
2. An HR staff member with access to all current staff needs to be part of Incident Command
3. Inform staff of the central location of the Incident command center via email and team meetings including a legend on the campus map

Opportunity for Improvement:

Feedback & practice

Objectives	Action Steps	Resources	Lead Person	Evaluation
Streamline process: If not assigned to a classroom, going to the incident command center for accountability. Wait for further instruction.	HR Data Integration: Establish a workflow where Human Resources provides an updated "Position Control List" (containing names of all current certificated, classified, and itinerant staff) to the Incident Command Team. This list must be physically accessible (printed) in the emergency kit and updated whenever staffing changes occur.	Evacuation maps Location indicated for all to see (tents/tables/radios)	Safety Committee (one person from each school site including classified staff). All safety members need to have input to be able to clearly communicate these evacuation procedures to their school teams.	Updated Position control list from HR as staff are added or removed. Have the list in a spot accessible during an evacuation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Team Identification & Training: Identify and appoint the new Incident Command Team members, specifically ensuring an HR staff member with access to personnel records is included. Notify these members of their selection and conduct role-specific training.			Staff training, practice runs.
	Designate Backup Personnel: Assign specific backup persons for the staff accountability role to ensure that if the primary person (e.g., the HR rep) is absent during an emergency, the accounting process continues without interruption.			Staff training, practice runs.
	Revamp Evacuation Maps: Update all campus evacuation maps to explicitly show the location of the Incident Command Center. Include a clear legend on the map so all staff can identify the location visually.			Updated Incident Command Center on Evacuation maps.
	Assign Non-Classroom Duties: Pre-assign specific emergency duties to appropriate non-administrative and non-classroom staff (e.g., support staff, custodians) so they know exactly where to report and what to do, preventing confusion at the Command Center.			Staff training, practice runs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Communication & Rollout: Send a comprehensive email to all staff and present at team meetings to inform them of the ICC location, the new map legend, and the specific check-in procedures.			Staff training, practice runs.
	Practice to Perfection: Execute evacuation drills that specifically test the staff check-in process. Use these drills to gather feedback and refine the workflow until the process is seamless.			Staff training, practice runs.

Goal

Ensure all staff, students, and visitors are following specific safety protocols at all times

Component:

Consistent use of staff badges at all times
 Ensure all staff have parking passes on their vehicles so we know whose vehicles belong to whom
 Ensure any visitors are going through school offices and sign in/out
 If staff leave during the work day, they must sign out and back in
 Ensure there is a record of staff who are on campus on weekends/holiday breaks

Element:

1. Create a digital sign in/out form on weekends to note who is present, for safety reasons
2. Train staff in the need to inform supervisor when they leave campus during the day, but are planning on returning (i.e. going to grab lunch)
3. Remind staff that they should not let anyone in the gates when they enter or exit the campus, including students
4. Remind all students that they must enter campus only through the designated entrances and not via asking an adult to let them in or opening the gate to let other students in

Opportunity for Improvement:

Staff need to be empowered and encouraged to ask any adult on campus who they are if they are not wearing a staff badge or are not escorted by staff working for the district
 Students not letting other students in gates
 Campus supervisors start noting which vehicles are on campus on a regular basis and do not have parking passes
 Create a culture of staff signing in and signing out so we know who is/is not on campus at all times

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Staff & Vehicle Identification	• Issue and Enforce Identification : Distribute visible ID badges and vehicle parking passes to all employees; mandate that badges be worn visibly at all times while on site. • Implement Parking Audits: Task Campus Supervisors with conducting daily sweeps of the parking lot to log vehicles present without a visible parking pass to ensure all vehicles are accounted for. • Visitor Routing: Install clear signage and train staff to direct all visitors immediately to the main office for check-in; no visitors are to bypass the front desk.	Staff Handbook Google Forms	School Site Leadership Planning Committee	* Catch Staff Wearing Badges and celebrate them at the next staff meeting * Campus supervisors reporting back the success of parking passes on cars and notices for those cars on campus without passes
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Perimeter Security & Gate Culture	• "Anti-Piggybacking" Training: Conduct specific training for staff and students prohibiting "piggybacking" (holding gates open) for others. Remind staff not to open perimeter gates for anyone, including students or recognized adults, unless authorized. • Student Entry Protocols: Instruct students via assemblies and daily announcements that they must enter only through designated supervised entrances and are forbidden from opening gates for others. • Empowerment & Challenge Protocols: Train staff on "Empowerment Scripts," explicitly encouraging them to approach any adult without a badge to ask, "May I help you find the office?" and to report unescorted			Evidence of staff and student communication
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Accountability & Continuity of Operations	Digital Weekend/After-Hours Log: Create and implement a Digital Sign-In/Out Form (via QR code or link) for weekends and holidays, requiring staff to log their presence for safety and emergency accountability. Mid-Day Exit Protocol: Establish a mandatory policy requiring staff to notify their direct supervisor or the main office when leaving campus during the workday (e.g., for lunch or errands) and upon their return. Total Presence Accounting: Foster a culture of "Total Accountability" by strictly enforcing sign-in/sign-out procedures so administration maintains an accurate real-time record of exactly who is on campus in the event of an emergency.			During drills, check to see which adults are unaccounted for and find out if we know where they are
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

The O'Farrell Charter Schools Student Conduct Code

The O'Farrell Charter Schools Student Conduct Code

O'Farrell students are expected to model the FALCON Way at all times.

Ingenuity students are expected to follow the conduct of conduct outlined in the student handbook.

They are to wear the O'Farrell uniform or follow the Ingenuity dress code and be in class on time.

Students will walk, engage in appropriate behaviors on the school grounds, and avoid behaviors that are disruptive, irresponsible, and unsafe.

Gang signing is considered an inappropriate behavior.

Conduct Code Procedures

Conduct Code Procedures

All staff members are responsible for school-wide discipline

A progressive discipline plan is created by each school and is available in the student handbook.
Promote consistency school-wide.
Provide a process for intervention prior to suspension.
Provide follow-up after suspension, including a contract, and counselor intervention.
Maintain a high standard of behavior school-wide.
Successful Strategies for Classroom Management
Students are given three warnings per class period daily.
Enforce the FALCON Way.
Use positive classroom management.
Be consistent.
Use mediation.
Teach positive problem solving strategies to your students.
Put the student on a daily contract/progress report.
Utilize the school counselor. Ask counseling staff to present lessons on various topics to the whole class. Involve staff in the curriculum when appropriate.
Give out yellow slips for exemplary behavior.
Use awards and rewards: specific and genuine verbal compliments, raffles, etc.
Listen compassionately and reflectively to your students.
Encourage student involvement in extracurricular school activities.
All parties, starting with homebase teachers, must be involved in resolving conflicts.
When incidents involve students from different homebases or student/adult conflicts, all adults must agree with the disciplinary action of the student(s). If agreement is not reached, team leaders and the school administrator(s) should be involved in a resolution.

Team leaders/administrators must be notified of any serious infractions concerning students on their teams.
Students are expected to model the FALCON Way at all times. They are to wear the O'Farrell uniform and be in class on time.
Students will walk, engage in appropriate behaviors on the school grounds, and avoid behaviors that are disruptive, irresponsible, and unsafe. Gang signing is considered an inappropriate behavior.

Prohibited Items

Items that can disrupt the learning process or create issues of theft are prohibited.
See school handbook for restricted items.
Skateboards and/or scooters are only allowed if they are locked in the bike rack.

EXAMPLES OF UNACCEPTABLE BEHAVIOR

- Minor offenses may include:
- Not bringing required supplies to class.
- Off-task behavior: talking, distracting others, etc.
- Food/gum in class (if not allowed.)
- Running in the hallway.
- Not keeping hands to themselves (not including punching, stabbing, etc.)
- Littering and disorderly environment (inside and outside the classroom.)
- Misusing school supplies, and PE/science/computer/art equipment.
- Threatening to cause physical injury (stops or will mediate when warned), first offense.

Severe offenses may include:

- Disrupting class: defiant behavior toward any adult.
- Using inappropriate language toward other students or adults.
- Using inappropriate physical contact, and obscene acts.
- Stealing and/or receiving stolen property.
- Misusing or severely damaging school equipment.
- Instigating fights, fighting (first offense with no serious physical injury.)
- Possessing drug paraphernalia.
- Threatening to cause physical injury (threat continues despite warning, refusal to mediate.)

(K) Hate Crime Reporting Procedures and Policies

The O'Farrell Charter Schools shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English. The O'Farrell Charter Schools shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Educational Rights" guide established by the Attorney General. The O'Farrell Charter Schools shall inform students who are victims of hate crimes of their right to report such crimes.

Hate Crime Reporting Procedures and Policies are covered in Board Policy #5006 which can be found via the following link:
[https://go.boarddocs.com/ca/ofar/Board.nsf/files/D27P6D60923B/\\$file/%235006%20Discrimination%2C%20Harassment%2C%20Anti-bullying%2C%20and%20hate%20crimes%202.5.24.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/D27P6D60923B/$file/%235006%20Discrimination%2C%20Harassment%2C%20Anti-bullying%2C%20and%20hate%20crimes%202.5.24.pdf)

Processing Complaints of Harassment and Bullying (updated by the Governing Board on Jan 6, 2026 within Board Policy #5017 - Immigration and Citizenship Status)

The O'Farrell Charter Schools has a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process includes, but is not limited to, the following steps:

A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;

A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and

An appeal process afforded to the complainant should they disagree with the resolution of a complaint.

The O'Farrell Charter Schools shall ensure that complaint procedures contain confidentiality safeguards for immigration status information. The O'Farrell Charter Schools shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying and shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The O'Farrell Charter Schools 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 should, at minimum, provide agency personnel with the skills to do the following:

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 signals of harassing and bullying behavior

Take immediate corrective action when bullying is observed
Report incidents to the proper authorities, including law enforcement in instances of criminal behavior

(J) Procedures to Prepare for Active Shooters

Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community.

Any crimes committed on any of the school campuses or at a school-related function will be assessed and dealt with according to school discipline policy. The school will coordinate with the San Diego Police Department as necessary. Drills will be conducted during the school year. We will ensure these drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age-appropriate content and terminology. We will notify all staff, students, and families in advance that a drill will be taking place and of the length of the drill.

We will provide an opportunity for a parent to opt their student out of the drills. We will provide notice to all families after the drill has concluded. Before each drill, we will announce to staff and students that the drill will begin and immediately when it's over. We will not conduct "high-intensity" drills such as those that mimic an actual shooter or armed assailant. We will not have individuals act as an assailant or victim or any other simulation of that nature. We will not use real weapons, gunfire blanks, or explosions during these drills. We will provide contact information for school and community-based resources focused on reducing gun violence and mental health counseling to all educational partners.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Preventing Acts of Bullying & Cyberbullying are covered in Board Policy #5006 which can be found via the following link:

[https://go.boarddocs.com/ca/ofar/Board.nsf/files/D27P6D60923B/\\$file/%235006%20Discrimination%2C%20Harassment%2C%20anti-bullying%2C%20and%20hate%20crimes%202.5.24.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/D27P6D60923B/$file/%235006%20Discrimination%2C%20Harassment%2C%20anti-bullying%2C%20and%20hate%20crimes%202.5.24.pdf)

Opioid Prevention and Life-Saving Response Procedures

For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid and fentanyl overdose.

The O'Farrell Charter Schools primary goal in the fight against opioids and fentanyl use is prevention.

We will use the following prevention strategies:

- Distribute 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
- The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention and can also be found on the websites. 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.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit. This can also be found on The O'Farrell Charter School and Ingenuity Charter School websites.

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 OPIOID 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.
- 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 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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. All you have to say is "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 under treated 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.

The O'Farrell Charter Schools uses intranasal spray (ie. Naloxone).

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.

DURATION OF EFFECT.

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.

SAFETY OF NALOXONE.

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 THE PERSON'S 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: MONITOR THE PERSON'S RESPONSE

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.

SIGNS OF OPIOID 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 non overdose 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.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

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.

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

Response Procedures for Dangerous, Violent, or Unlawful Activities

Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school or an activity sponsored by the school.

The O'Farrell Charter Schools adheres to the threat assessment procedures to assess and respond to dangerous and unlawful activity. The O'Farrell Charter Schools are committed to assessing and responding appropriately to dangerous, violent, and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk/Threat Assessment" portions of this plan

help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment, and strategies to mitigate, prevent, prepare for, respond to, and recover from violent and unlawful activity.

School administration, safety committee, risk management, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous, and unlawful activities. Depending on the investigation outcomes, the administration will follow The O'Farrell Charter Schools procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

O'Farrell and Ingenuity adhere to the following Law Enforcement Notification Matrix

<https://docs.google.com/document/d/15l5h2pTXqBxYlomuvH2gASUPHmHntHN3s4wThK8BpgE/edit?tab=t.0>

O'Farrell and Ingenuity's threat assessment procedures can be found by clicking below:

https://docs.google.com/document/d/1C1c72r2uUihREwoPnlciSE6hP-Cg_RXKKwgS4GEoo1s/edit?tab=t.0#heading=h.ncsi15d1lwzt

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on January 26, 2026 and adopted by The O'Farrell Charter Schools on February 3, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Starting July 1, 2025, all California public schools must include an Instructional Continuity Plan (ICP) as part of their Comprehensive School Safety Plan (CSSP), as required by Senate Bill 153. O'Farrell Charter School developed this plan to make sure students can continue learning during emergencies like natural disasters or unexpected closures.

The O'Farrell Charter Schools is not an online school, the ICP outlines how to shift to remote learning, if needed, and how we'll support students' academic, social-emotional, and mental health needs. The plan will be updated each year with input from staff, families, and partners to reflect what we've learned and what works best. This ICP will be added to our CSSP by July 1, 2025, and will be required for certain state waivers starting in 2026-27.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, The O'Farrell Charter Schools will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

In response to any emergency, we have created an Emergency Home Learning Plan that will run for a specific period of time until it is safe to return to in person instruction.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

If an emergency disrupts in-person instruction or planned student services, OCS will begin contacting all impacted students within five instructional days. Connections will be made through the school's Learning Management System (LMS), virtual platforms like Zoom, email, phone calls, and other communication methods as needed.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

OCS has a plan in place to maintain communication during unforeseen events such as power outages or infrastructure damage. In such cases, a phone tree led by parent leadership and any available messaging systems will be activated to ensure continued outreach. The school also has access to generators and alternative power sources to support communication needs. At the beginning of each school year, families will receive a document outlining all modes of communication used by OCS. Staff members will be trained annually on how to conduct outreach during these situations and are expected to document all communication efforts. If all digital systems are down, a designated location on campus will serve as the central point for receiving updates and coordinating in-person emergency reunification.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

OCS is committed to supporting the social-emotional, mental health, and academic needs of all students, including those with special needs, during emergency situations or instructional disruptions. As part of this commitment, appropriate services and supports will continue to be provided in alignment with students' Individualized Education Programs (IEPs). Special education staff will maintain regular contact and provide services to students on their caseloads, including those served outside the general education setting. For students in general education classrooms, special education staff will collaborate closely with classroom teachers to ensure continuity of support. In addition, OCS will continue to offer access to counseling services, social-emotional learning resources, and academic interventions to address individual needs and maintain student well-being. OCS will also ensure that parents of students with IEPs are a part of identifying and supporting needs as appropriate.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, The O'Farrell Charter Schools will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Students will be able to access instruction through Google classroom and/or other online programs. Support services will be provided through platforms designed to meet IDEA requirements.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

OCS will resume in-person instruction once specific safety and operational conditions are met, following guidance from local, county, and state agencies. Instruction will only restart when facility conditions are safe, power and utilities are restored, and in-person attendance is deemed appropriate by public health and safety partners. Additionally, the availability of essential staff and the ability to provide meal service for students will be necessary to meet re-opening. If these conditions cannot be met at the main campus, OCS will explore the use of alternative sites to ensure the safe continuation of instruction and support services.

Transition Back to In-Person Instruction for Student's with IEPs

As students return to in-person learning, IEP teams will assess for any regression in skills and determine the need for compensatory services. A phased reentry plan will be developed for each student, including reintegration schedules and targeted mental health supports. IEP meetings will be scheduled as needed to revise goals or services based on any new areas of need identified during the transition.

Remote Instruction

Plans for remote instruction.

As required, The O'Farrell Charter Schools remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

This ICP complies with California's independent study requirements, as outlined in Education Code sections 51745–51749.6. OCS ensures that students in grades 9–12 receive synchronous instruction and that students in TK–8 have regular live interaction. A tiered re-engagement plan is in place for students who miss assignments or show signs of disengagement. Instructional time will be tracked and documented to meet state requirements and ensure continuity of learning.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Students at OCS will retain access to remote instruction through Google Classroom and other online programs using school-issued Chromebooks. The school will provide Wi-Fi hotspots to students who need internet access at home. Instructional materials and support for students with disabilities, English learners, and foster or homeless youth will be provided in alignment with IEPs, 504 Plans, and other applicable support plans to ensure equitable access to learning. All instruction will continue to be aligned to State standards for content area and will meet the instructional minutes required per guidance of the State.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

OCS uses secure platforms that comply with FERPA, COPPA, and all applicable student data privacy laws to ensure the protection of student information. Students will access and submit schoolwork through standards-aligned digital platforms that include built-in monitoring tools to track academic progress. The school's Student Information System (SIS) integrates with these platforms to maintain accurate student records and support timely interventions, including data review when in-person instruction resumes. Teachers are equipped with tools that support effective instructional strategies—both remotely and in person—including interactive whiteboards, visual aids, and real-time monitoring of student activity to enhance engagement and learning outcomes.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

The O'Farrell Charter Schools provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that in-person learning is disrupted due to an emergency or natural disaster, OCS will follow Board policy and all applicable State regulations to support the temporary reassignment of students. OCS will assist families in enrolling at or being reassigned to a nearby school district, county office of education, or charter school, as needed. If alternative placements require additional staffing to be feasible, OCS will collaborate with educational partners and agencies to provide the necessary support, ensuring continuity of learning and services for all students.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

OCS has established clear communication protocols to keep families, students, staff, and faculty informed during emergencies or instructional disruptions. Teachers will provide daily updates on student progress through digital platforms, while the LEA will issue weekly updates focused on meal distribution, materials pick-up, and current conditions related to the emergency.

Communication will be delivered through multiple channels, including email, phone calls, school websites, social media, and text messaging. Additionally, OCS will partner with local relocation centers to share critical information and ensure that all families stay connected and supported throughout the emergency.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

OCS is prepared to support a smooth transition from in-person to remote learning through its existing blended learning model and board-adopted independent study policies. The school uses Google Classroom and a range of digital resources to streamline access to assignments and academic content. All students are provided with 1:1 devices, and Wi-Fi hotspots are available for students identified annually as lacking reliable home internet access.

To ensure continuity, students and families will receive early access to independent study written agreements, along with online instructional platforms and resources needed to maintain learning during emergencies.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

At OCS, instruction during emergency situations will prioritize essential learning and focus on standards-aligned objectives to ensure continuity of academic progress. All digital platforms used by students are compliant with data privacy agreements and aligned to state content standards. Student progress will be monitored through ongoing assessments, and additional support will be provided as needed, including tutoring, regular check-ins, and virtual office hours.

Support staff will continue to serve students and adjust goals based on evolving needs. Tier 1 counseling services will remain available, with group and individual sessions conducted through secure Telehealth-approved platforms to support students' social-emotional well-being.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

OCS is committed to ensuring equity, accessibility, and inclusion for all students during any shift to remote learning. OCS homeless and foster youth coordinator will work with staff, families and county agencies to ensure resources (electricity, food, and housing) are available during the instructional day. OCS will also partner with local social service agencies to extend support to families of students experiencing homelessness or transitional housing.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

All students with Individualized Education Programs (IEPs) have Emergency Services Plans as part of their current IEPs, ensuring continuity of services. The services and accommodations outlined in each IEP. Students with 504 Plans will also receive their documented accommodations, with necessary adaptations made for virtual learning environments. All special education and related service providers maintain service logs to document the delivery of services. Regular communication with families is also documented through parent communication logs. Emergency Services Plans are a required component of all student IEPs and ensure that necessary services continue uninterrupted during school closures or emergencies.

Students with Mild to Moderate Disabilities

Students with mild to moderate disabilities continue to receive access to the general education curriculum via a learning management system, such as Google Classroom or Canvas. Specialized Academic Instruction (SAI) is provided through small-group or one-on-one virtual sessions, co-teaching models in general education virtual classes, and pre-recorded instructional videos that incorporate scaffolds and supports. Accommodations and modifications include digital access to assistive technology tools such as text-to-speech software, closed captioning, and screen readers. Teachers also provide visual schedules, graphic organizers, and adjusted pacing with chunked assignments. Case managers monitor student progress weekly and conduct monthly family check-ins, using data to make adjustments as needed.

Students with Extensive Support Needs

Daily virtual learning blocks are designed to meet each student's developmental and cognitive levels. Instruction is supported with home-based learning kits, including manipulatives, communication boards, and visuals. Strategies such as video modeling, virtual paraeducator assistance, and caregiver-guided sessions are used to enhance access and engagement. Communication supports include access to AAC devices, simplified instructions, and scheduled live sessions with speech-language pathologists. Behavioral and sensory needs are addressed through virtual sessions with behavior specialists or counselors and through daily sensory activities integrated into students' routines. Families also receive weekly coaching sessions and practical tools such as quick guides and video tutorials to support home-based learning.

Related Services

Speech and language services are provided via secure teletherapy platforms as per the students' IEPs. Home practice materials and consultation with families are included to reinforce progress. Occupational therapy sessions focus on fine motor, gross motor, and daily living skills through virtual direct instruction and home activity programs, accompanied by regular parent consultation. Physical therapy is delivered through live guided movement sessions with caregiver support. Mental health services include virtual counseling, student check-ins, and optional support groups. Students requiring vision or hearing services are provided with remote access tools, specialized instructional materials, and ongoing consultation with service providers.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners will continue to receive targeted language acquisition support through a blended learning approach, using personalized software and virtual group sessions aligned to proficiency levels defined by the ELD standards.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

If a shift to remote instruction becomes necessary, OCS is prepared to provide professional learning opportunities and resources to support educators in maintaining effective teaching and assessment practices. Teachers already use Google Classroom and standards-aligned digital software as part of regular instruction, including integrated assessment tools.

Within the first 10 days of transitioning to remote learning, staff will receive focused training on secure assessment practices, interpreting student progress accurately in a remote setting, and understanding how emergency conditions may impact instruction. Additional training will address increased monitoring of student device usage and behavior to help identify and support any emerging social-emotional needs.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

OCS currently employs five counselors who provide Tier 1 social-emotional instruction in classrooms and will continue to do so during emergency situations. In the event of a disruption, these counselors will partner with social service agencies to better understand the impact of the emergency on students and collaboratively plan instruction and support strategies to address emerging needs.

Counselors will also conduct family outreach in partnership with community organizations, ensuring that students requiring more intensive mental health support have access to appropriate services through secure platforms. When possible, services will be offered in languages other than English to meet the diverse needs of OCS families.

Plans to provide access back-up, water and medicines in the event of an emergency.

OCS maintains a supply of essential resources, including backup water and basic emergency provisions, to support students and staff during short-term emergencies. For extended emergencies that may require a longer stay on campus, OCS partners with local law enforcement and emergency responders to ensure access to additional necessary supplies.

Student medical needs are documented in individual health plans, and all medications are reviewed and updated annually to ensure proper care can be provided if access to outside medical facilities is limited.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

OCS is committed to ensuring continuity of support services during emergency situations, whether instruction shifts to an online or hybrid model. Special education services will continue through virtual platforms, with digital delivery aligned to student IEPs. If in-person services are possible but the school site is unavailable, the IEP team will work together to identify appropriate alternative locations.

Counseling services will continue through secure virtual platforms, maintaining both individual and group supports. After-school programs will be adapted to an online format as needed to continue enrichment and engagement.

Food Services, managed by San Diego Unified School District (SDUSD), will continue through a partnership with OCS, with collaborative planning to determine the most effective and accessible distribution methods for families.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

OCS will involve administrators, faculty, IT staff, students, and parents in the development and implementation of the Instructional Continuity Plan (ICP) through a collaborative, feedback-driven process. A survey focused on safety needs and emergency preparedness will be shared with all stakeholder groups to gather input.

Additionally, families and staff will have the opportunity to provide feedback on each component of the plan to ensure it reflects the diverse needs and strengths of the school community.

This collaborative input will guide decision-making and ensure the ICP is both practical and responsive to the unique context of each school within OCS.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

OCS will resume in-person instruction once specific safety and operational conditions are met, following guidance from local, county, and state agencies. Instruction will only restart when facility conditions are safe, power and utilities are restored, and in-person attendance is deemed appropriate by public health and safety partners.

Additional requirements include the availability of essential staff and the ability to provide meal service for students. If these conditions cannot be met at the main campus, OCS will explore the use of alternative sites to ensure the safe continuation of instruction and support services.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into The O'Farrell Charter Schools's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of The O'Farrell Charter Schools's Comprehensive

School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan was approved on February 3, 2026 by the Board of Directors.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually

Facilitated by the Safety Committee

Collaboration, as appropriate, local agencies (law enforcement, fire, social services)

LCAP educational partner input

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Verification: The Superintendent, or designee, shall request the officer's credentials and a valid judicial warrant, judicial subpoena, or court order. An ICE administrative warrant does not grant an immigration officer any special power to compel a school official to cooperate.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Activation of the Alert: Once the presence is confirmed, the Superintendent or designee must trigger a notification to the following groups - Notice to the Governing Board, Staff via mass email and then via the LEA's mass communication system to notify parents/family members.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification will be within 24 hours.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Staff will be notified as soon as practicable and the intent is the same for parents, but within 24 hours.

Privacy Constraint

The notification shall not include any personally identifiable information.

The notification will not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Once the presence is confirmed, the Superintendent or designee must trigger a notification to the following groups - Notice to the Governing Board, Staff via mass email and then via the LEA's mass communication system to notify parents/family members.

This is an example of a message that is factual, calm, and protects student privacy.

Subject: IMPORTANT: Notification Regarding Campus Safety

Dear Parents and Guardians,

This is an automated notification from The O'Farrell Charter Schools to inform you that we have confirmed the presence of

immigration enforcement authorities [on/near] The O'Farrell Charter Schools as of [Time] today, [Date].

Please be assured that our school remains a safe learning environment. In accordance with California state laws AB 49 and SB 98, our policy is as follows:

Privacy: We do not share student records or information with immigration authorities without a valid judicial warrant.

Access: Enforcement officers are not permitted in non-public areas of the school without a warrant signed by a judge and verified by the Superintendent, with input from our legal team.

Safety: Our staff is trained to follow "Safe Haven" protocols that are part of the OCS Immigration Board Policy #5017 to protect the well-being of all students.

What you should do: There is no need to come to campus at this time. We will continue our regular school schedule. Please ensure your emergency contact information is up to date in our system.

For more information on your rights and available resources, please visit our website at

[https://go.boarddocs.com/ca/ofar/Board.nsf/files/DQ5PH464A418/\\$file/Immigration%20and%20Citizenship%20Status%20%235017%201.6.2026.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/DQ5PH464A418/$file/Immigration%20and%20Citizenship%20Status%20%235017%201.6.2026.pdf)

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Required Information: Per SB 98, the message must include:

The date and time the enforcement was confirmed.

The location of the activity (e.g., "near the main entrance" or "on the school perimeter").

A link to resources, such as the OCS Board Policy on Immigration #5017 and "Know Your Rights" guides.

Board Policy #5017 can be found at the following link:

[https://go.boarddocs.com/ca/ofar/Board.nsf/files/DQ5PH464A418/\\$file/Immigration%20and%20Citizenship%20Status%20%235017%201.6.2026.pdf](https://go.boarddocs.com/ca/ofar/Board.nsf/files/DQ5PH464A418/$file/Immigration%20and%20Citizenship%20Status%20%235017%201.6.2026.pdf)

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Plan will be evaluated annually

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

All safety related plans and materials are available for inspection by the public, not including any segments that are intended to be confidential to protect campus access and safety

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance is part of the design of the comprehensive school safety plan process.

Procedures Regarding Pupil Smartphone Use During Emergencies

In the event of an emergency, students are expected to:

Immediate Compliance: Follow the "Silence and Stow" rule immediately upon the sounding of an alarm or announcement.

Avoid Social Media: Refrain from posting photos, videos, or live streams of the emergency. This protects the privacy of others and prevents leaking the location of secured students to outside threats.

Prioritize Instructions: Listen to the adult in the room. A smartphone should never be prioritized over an exit instruction or a safety command.

Communication with Families: Students will be granted a designated "All Clear" window once the scene is secured and the administration deems it safe. During this window, students may contact parents to confirm their safety.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Board policy to be created and approved no later than July 1, 2026

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Review and Evaluation:

- The CSSP must be evaluated and amended as needed and at least once each year, to ensure the plan is properly implemented.
- The Safety Committee is responsible for regularly reviewing the plan. This process should include conducting regular safety/security site assessments.
- Director of Safety/Superintendent designee must annually consult with a representative from a law enforcement agency, a fire department, and other first responders when updating the CSSP.

Amendment, Adoption, and Approval Timeline:

- OCS must review, update, and adopt its CSSP by March 1 every year.
- Before adopting the plan, the Safety Committee must present the school safety plan at a public meeting at the school site that allows for public opinions.

* Adoption must take place with OCS Board of Directors.

- Once adopted, the plan is submitted San Diego Unified, our charter authorizer, to be included in any charter renewal process and/or OCS response to SDUSD inquiries/requests.
- The CSSP, and any updates made to the plan during the year, must be shared with the law enforcement agency, the fire department, and other first responder entities.
- Completed plans can be found on the OCS and Ingenuity websites.

Emergency Contact Numbers

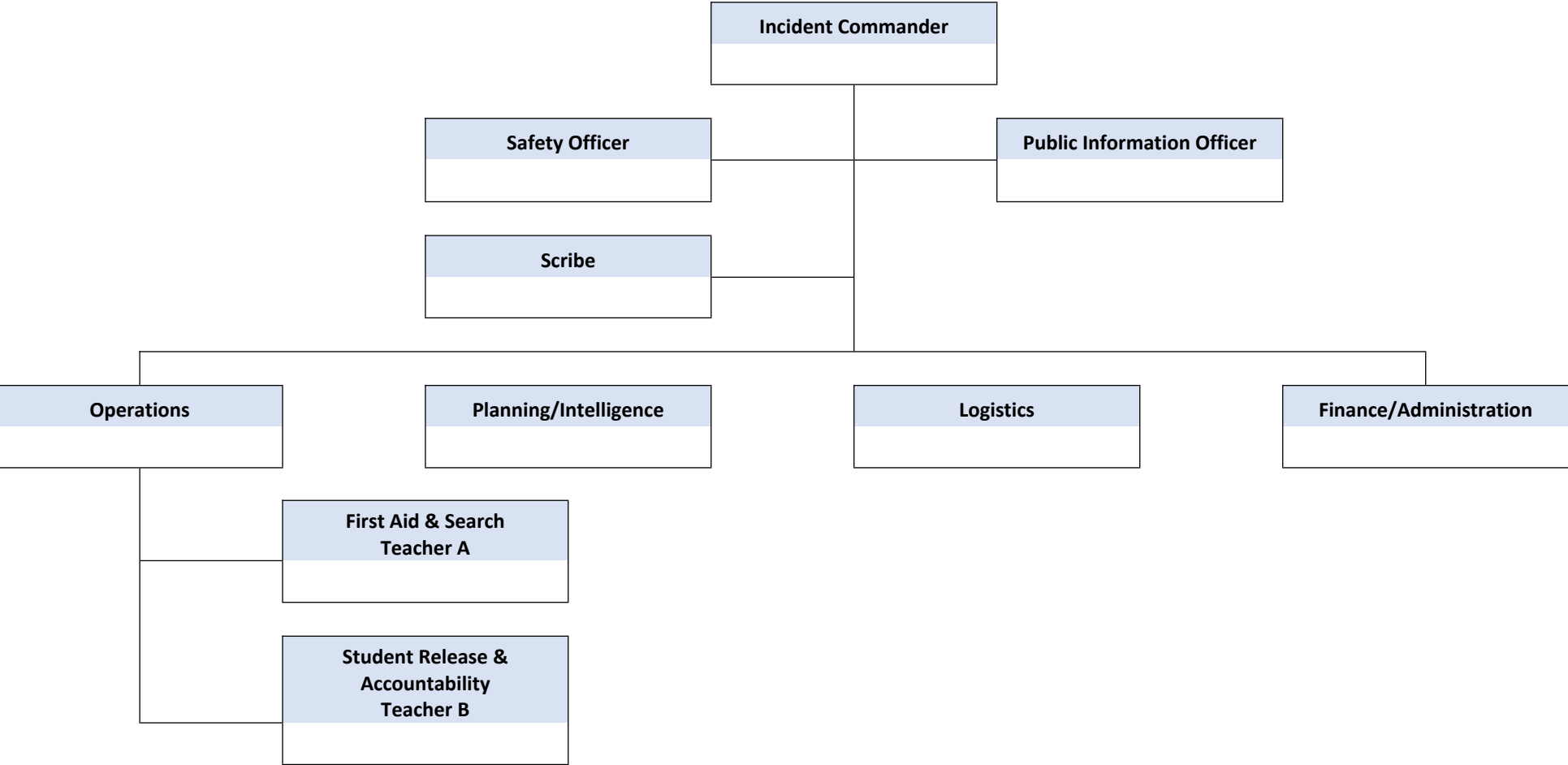
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
American National Red Cross		1-800-RED CROSS	
Other	Central Dispatch	1-800-571-7441	Intrusion Alarm Company
Local Hospitals	Paradise Valley Hospital	619-470-4321	
Local Hospitals	Rady's Children's Hospital	858-576-1700	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee - final review	January 26, 2026 - 3:45 pm	Specially scheduled meeting via Zoom
School Site Council meeting - ING - discussion about plan revised sections after staff input, action item to delegate the CPPS to the Safety Committee, review of three new goals	January 24, 2025 - 3 pm	School Site Council meeting for ING, board room
School Site Council meeting - OCS - review of the three new goals	January 23, 2025 - 815 am	School Site Council meeting for OCS, board room
All staff - input sought via email "Safety Plan Goals for 2026" Safety Committee Meeting	January 6, 2026 - 7 pm January 6, 2026 - 3:45 pm	Susan Cuttitta email seeking input sent to all staff Regularly scheduled meeting of the Safety Committee
School Site Council - OCS - discussion about plan revised sections after staff input, action item to delegate the CPPS to the Safety Committee	December 18, 2025 - 815 am	School Site Council meeting for OCS, board room
Staff input email, input via Google Forms on topics of Assessment of School Safety, Disaster Plan, School Discipline and Rules, initial Instructional Continuity Plan	December 15, 2025	Message sent to all staff seeking input
Safety Committee Meeting	November 18, 2025 - 3:45 pm	Regular meeting Input on prior sections that were edited
Safety Committee Meeting	October 14, 2025 - 3:45 pm	Regular meeting

The O'Farrell Charter Schools Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

What is the emergency and to what level are humans at risk?

Step Two: Identify the Level of Emergency

Is this a watch and wait or is immediate action needed?

Step Three: Determine the Immediate Response Action

Responses can include Stop/Drop/Roll, Duck/Cover, Evacuate, Lockdown, Shelter in Place

Step Four: Communicate the Appropriate Response Action

Verbal direction and use of PA system announcements/bell if able/practicable

Types of Emergencies & Specific Procedures

Aircraft Crash

If a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

1. If no buildings are endangered, teachers and students should lockdown in a room.
2. Teachers direct any students outside to move into the nearest room and stay put.
3. Teachers with classes on the playground, outside recess, or outside PE to return to the nearest room and stay put.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from principal or office staff.
6. Wait for information. Do not call office unless you have information to give on specifics of the situation.
7. Personnel without students find the nearest room and stay there until notified.
8. If buildings are endangered, staff should evacuate students following the steps of an earthquake drill.

Animal Disturbance

This procedure should be implemented when the presence of a dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

The Principal/designee will initiate appropriate actions, which includes SHELTER IN PLACE or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students

If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

Call Animal Control unless animal location and behavior warrant a call to 911.

If conditions change or warrant it, the Principal/designee will initiate off site evacuation procedures in conjunction with the Director of Safety and Superintendent Office.

Armed Assault on Campus

Assess the situation to determine your best option. Options may include running/escaping, locking down in a classroom or other campus location, or fighting back. Students are to follow the instructions of the nearest teacher or staff member. If escaping is not possible, instruct students to drop to the ground immediately, face down, as flat as possible.

If students are on the playing field or anywhere on the school grounds move to the safest location. If within 15-20 feet of a safe place or cover, duck and run to it. Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof. Try to get inside or behind a building and stay down. When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head to see what may be happening. Call the office from your classroom or other safe position, or run to the office (only if safe) to report the situation.

The police department will immediately be contacted regarding any threat of a weapon on a school campus. Wait and listen for directions from the school administration or police.

Verbal Instructions

Drills will be conducted during the school year. We will ensure these drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age-appropriate content and terminology. We will notify all staff, students, and families in advance that a drill will be taking place and of the length of the drill.

We will provide an opportunity for parents to opt their student(s) out of the drills. We will provide notice to all families after the drill has concluded. Before each drill, we will announce to staff and students that the drill will begin and immediately when it's over. We will not conduct "high- intensity" drills such as those that mimic an actual shooter or armed assailant. We will not have individuals act as an assailant or victim or any other simulation of that nature. We will not use real weapons, gunfire blanks, or explosions during these drills. We will provide contact information for school and community-based resources focused on reducing gun violence and mental health counseling to all educational partners.

Biological or Chemical Release

Principal/Directors/Office Staff notify Law Enforcement by calling 911.

A biological or chemical release on campus or near campus should result in immediate action of: LOCKDOWN.

This verbal command should be given by the Principal/Director/Superintendent, or any staff on campus upon witnessing immediate, imminent, and apparent threat for this action and subsequent notification to the Principal/Director/Superintendent - either through the intercom system, hand-held radios, or in person.

Odd or unidentified items should be reported but not be touched or moved.

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teachers direct any students outside to move into the nearest room and stay.
3. Teachers with classes on the playground, outside recess, outside PE to return to the nearest room and stay.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from office.
6. Wait for information. Do not call office unless you have information to give about the specific situation.
7. Personnel without students find the nearest room and stay there until notified.
8. Any school buses enroute to the affected school site will be diverted to a safe location until notified.
9. Principal/leaders determine next actions to be taken.
10. After the threat of imminent danger has passed, the Principal may initiate Action "Continue as Usual" "Stay In," "Leave Building," or "Go Home."

Bomb Threat/ Threat Of violence

Principal/Directors/Office Staff notify Law Enforcement by calling 911.

Any threat of violence or bomb threat on campus should result in immediate action of: LOCKDOWN and BARRICADE.

This verbal command should be given by the Principal/Director/Superintendent, or any staff on campus upon witnessing immediate, imminent, and apparent threat for this action and subsequent notification to the Principal/Director/Superintendent - either through the intercom system, hand-held radios, or in person. "Bomb Threat" is not announced.

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teachers direct any students outside to move into the nearest room and stay.
3. Teachers with classes on the playground, outside recess, outside PE to return to the nearest room and stay.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from office.
6. Wait for information. Do not call office unless you have information to give on specific situation.
7. Personnel without students find nearest room and stay there until notified.
8. Principal to consider delivering hand-delivered notes to teachers and staff if safely able.
9. After the threat of imminent danger has passed, the Principal may initiate Action "Continue as Usual" "Stay in "Leave Building," or

"Go Home."

Bus Disaster

If the incident takes place with a district school bus, the following steps should be followed by the bus driver. The steps should be followed as closely as possible if another company is used to provide transportation, such as a charter bus company.

Protection Zone: The driver must set the parking brake, turn off the ignition, and remove the keys (to prevent the bus from being moved accidentally).

The "100-Foot Rule": If evacuation is necessary (due to fire or proximity to railroad tracks), the driver must lead students to a "Safe Zone" at least 100 feet away from the bus, in the direction of oncoming traffic (to remain visible to rescuers).

Communication Chain: If the bus radio is inoperable, the driver is instructed to "dangle the radio microphone" out the window to signal for help or dispatch a passing motorist to call 911.

Immediate Notification: The driver must immediately notify the California Highway Patrol (CHP) and the Director of Safety/Superintendent/Principal.

Student Control: The policy states: "Pupils are to be held in a safe area and under your control at all times." Drivers are instructed not to allow students to leave with parents until they have been formally accounted for and released by a district official.

Fire Protocol: The plan explicitly prioritizes life over property: "If a bus catches fire... only after all students are safely off the bus should you worry about the vehicle... If in doubt, let it burn."

Cardiac Arrest

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

Immediate steps to take:

1. 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?".
2. Call for Help: If they don't respond, call 911. Call for additional adult help. Direction from 911 may begin with CPR procedures. Send extra help to grab an AED.
3. Start CPR: If the person is not breathing or is only gasping, begin CPR immediately.
4. CPR Steps:
 - a. Lay the person on their back.
 - b. Ensure the airway is open (tilt the head back and lift the chin).
 - c. Perform chest compressions: push hard and fast on the center of the chest at a rate of 100-120 compressions per minute.
 - d. If trained, give rescue breaths after every 30 compressions.
 - e. Continue CPR until help arrives or the person shows signs of life.
5. Use an AED: Follow the device's prompts while continuing CPR.
6. Continue CPR until help arrives: Keep performing chest compressions or CPR with rescue breaths until emergency medical services arrive.

Disorderly Conduct

Disorderly conduct is a response to student behavior and can be addressed a number of ways, depending on the situation.

Assessment of Severity: The plan directs staff to first determine if the conduct is a "Disruption of School Activities" (Education Code 48900k) or if it has escalated into a safety threat.

De-escalation First: The written policy mandates that staff use "Positive Behavior Intervention Systems" (PBIS) to attempt to redirect the student before calling for administrative or security intervention.

The "Stay Calm" Mandate: The procedure explicitly states that staff must remain calm and use a non-threatening tone, as "students will mirror the attitude and actions of the adults around them."

Removal Protocol: If the behavior continues to disrupt the learning environment, the procedure outlines a safe "escort protocol" to move the student to a pre-designated "Reset Room" or the administrative office.

Earthquake

Before an earthquake:

Train staff to inspect their office/classroom to ensure all cabinets & objects are secured. If staff need assistance with securing furniture, submit a custodial ticket.

Discuss with each class the procedures in the event of an earthquake, including reviewing the classroom evacuation routes.

During an earthquake:

In a real earthquake, no announcement will be made. You will feel the ground shake.

At that time, any adult should give the DROP command.

If indoors, all should:

DROP and get under a desk and away from items that could fall on you, such as computers, bookcases, or any unsecured furniture.

Stay away from windows.

COVER and protect your head and neck as best as possible until the shaking is over.

HOLD on to a table or chair leg for support.

Wait for the earthquake to stop, including aftershocks, and an all clear is given over the PA.

If outdoors, all should:

DROP to an open area where there are no buildings, trees, poles, wires, etc to the best of your ability.

COVER and protect your head, neck, and ears as best as possible until the shaking is over.

After an earthquake:

Anticipate and be prepared for aftershocks.

All students and staff will evacuate when it is safe to do so. An announcement will be made via PA system or the signal of short bells to indicate evacuation.

Follow your class evacuation routes to your designated area and all buildings are declared safe to return.

*Custodians to shut off power, electricity, and gas lines as necessary.

Explosion or Risk Of Explosion

Call 911.

The "Tactical" Response (During an Explosion): If an explosion occurs without warning, the procedure is nearly identical to an earthquake response to protect against structural collapse and shattered glass.

Drop, Cover, and Hold On: Students and staff are instructed to immediately drop to the floor, get under a sturdy desk or table, and protect their heads.

The "Face Away" Rule: A critical detail in these plans is instructing everyone to turn their backs to windows to protect their faces and eyes from flying glass.

Post-Blast Evacuation: After the initial shock, the plan triggers an immediate evacuation. Unlike a fire drill where you might wait for a bell, an explosion is an "automatic evacuation" event.

The "Risk of Explosion" Protocol (Before an Explosion): This is typically triggered by a Gas Leak or Toxic Fumes.

Distance Requirement: In the event of a gas leak or bomb threat (risk of explosion), the evacuation distance is significantly increased. While fire drills usually require 50 feet of clearance, explosion protocols mandate a minimum of 300 to 500 feet away from the building.

Ignition Control: Staff are directed to NOT touch light switches, use cell phones, or use two-way radios within the "danger zone," as a small electrical spark can trigger a blast if gas is present.

Ventilation: If safe to do so, staff may be instructed to open windows slightly to prevent gas buildup while they evacuate.

Fire in Surrounding Area

The "Shelter-in-Place" vs. "Evacuation" Decision: Unlike a fire inside the building (where you evacuate immediately), a fire in the surrounding area usually triggers a Shelter-in-Place or a Secure action to protect students from smoke.

Shelter-in-Place (Air Quality):

If the fire is distant but the smoke is heavy, the school closes all windows and doors and switches the HVAC system to "Recirculate" to keep the air clean.

Evacuation (Direct Threat): If fire officials determine the fire is moving toward the school, a "Pre-Evacuation" order is given. Students are moved to a pre-determined "Out-of-Area" site (often another school in a different zone).

Air Quality Activity Matrix: O'Farrell uses a color-coded matrix based on the EPA Air Quality Index (AQI) to determine what students can do:

AQI Color/ AQI Level

Orange

101–150

Sensitive students (asthma/heart issues) must stay indoors.

Red

151–200

All students stay indoors for recess and PE; heavy exertion is canceled.

Purple

201–300

Complete Shelter-in-Place; all outdoor movement between buildings is minimized.

Maroon

301+

Potential school closure or move to remote learning.

Procedure for "Secure" (External Threat): If a fire is in the immediate neighborhood, the school triggers a Secure (formerly called "Lockout"):

All Clear: Staff ensure no students are left on the fields or in outdoor corridors.

Locked Perimeter:

All exterior gates and doors are locked to prevent unauthorized access and to keep students from wandering toward the fire.

Business as Usual:

Inside the building, instruction continues as normal unless smoke levels rise.

Communication and Reunification:

In a wildfire-prone area, the safety plan includes a "Parent Notification" protocol:

Don't Rush to School:

Parents are instructed not to drive to the school immediately, as they may block access for fire trucks.

Reunification Site:

If the school must evacuate, parents are notified of a specific "Reunification Site" via the school's emergency messaging system (SMS/Email).

Fire on School Grounds

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911 and activate an "Evacuation" via Raptor .
3. All persons shall be directed to leave the building and shall proceed outside to designated evacuation areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal and/or designee shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location

Flooding

This procedure applies whenever stormwater or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Administrators to all call and communicate with colleagues, on radios, and with Director of Safety and Superintendent office.
- In the event of evacuation, teachers bring their roll sheet and take attendance in assembly area.
- Notify school administration of any missing students

Loss or Failure Of Utilities

The following procedures should be activated for a Utility Failure/Flood, at a district site, such as those caused by Gas Leaks, Ventilation, Elevator Failure, Plumbing/Flooding, and Electrical Failure or other.

IF A UTILITY FAILURE/FLOOD OF ANY TYPE OCCURS, immediately contact any school administrator, including a Principal, Director, or Superintendent and supply any known details.

Student Safety:

1. If you smell gas or burning odors, evacuate the area immediately and take roll.
2. If students are in danger by rising water caused by faulty plumbing, water main break, or severe weather, immediately move the students to a dry area or higher ground and take roll.
3. Remain calm and follow directions by Principal and other district administrators. They will contact the Director of Safety or Superintendent office for information regarding the scope and expected length of the utility failure. If required, Principal will coordinate the early release of students to parents following proper release procedures.
4. Do not re-enter area/building unless you are told it is safe.
5. If you are responsible for an area with a critical back-up generator and it does not begin to operate, contact Director of Safety/Superintendent.

Motor Vehicle Crash

Motor Vehicle Crash

If an accident, such as a motor vehicle collision occurs on or near campus:

- Call 911
- Contact school office to report incident and any persons injured or trapped, especially if on campus.
- If buildings are damaged from a vehicle accident on campus, evacuate all students and staff from building, as appropriate.
- Maintain control of students and take roll and complete accountability report. Follow procedures for evacuation.

Pandemic

Any flu or pandemic impacting our school will be managed through the Director of Safety in in coordination with San Diego County Public Health.

Influenza, also known as the flu, is a contagious respiratory disease caused by different strains of viruses. In the United States, there is a flu season that begins every fall and ends every spring. The type of flu people get during this season is called seasonal flu. Flu viruses spread from person to person when people who are infected cough or sneeze.

Anyone with a fever or other symptoms of the flu should stay home from work or school until at least 24 hours after the fever has gone (without medications).

Take these best practice steps to stop the spread of germs:

- Wash hands frequently with soap and water or an alcohol-based hand sanitizer.
- Avoid or minimize contact with people who are sick (a minimum three feet distancing is recommended).
- Avoid touching your eyes, nose and mouth.
- Cover your mouth and nose with tissues when you cough and sneeze. If you don't have a tissue, cough or sneeze into the crook of your elbow.
- Stay away from others as much as possible when you are sick.
- Wear a face covering.

Psychological Trauma

The "Listen, Protect, Connect, Model, and Teach" model within their CSSP. This protocol is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning.

Listen

Active Engagement

Staff provide a safe space for students to share their experiences and "triage" those who may need immediate professional intervention.

Protect

Safety & Comfort

Reestablishing a sense of physical and emotional safety by providing clear information and reducing exposure to further trauma (e.g., shielding from media).

Connect

Social Support

Helping students re-connect with their primary support systems (parents, friends, or trusted teachers) to reduce feelings of isolation.

Model

Calm Behavior

Adults demonstrate calm, optimistic behavior to help regulate the students' own emotional responses.

Teach

Psychoeducation

Explaining that common reactions (nightmares, trouble concentrating, irritability) are "normal responses to abnormal situations."

Suspected Contamination of Food or Water

This procedure should be followed if site personnel suspect contaminated food or water. It applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination. Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea vomiting or other illnesses.

- Isolate suspected contaminated food/water and restrict access to the area.
- Call 911.
- Notify Director of Safety and Superintendent's Office.
- Staff will make list of all potential affected students and staff.
- Staff will make log of symptoms, the suspicious food/water, quality and character of products.
- Medical first responders will assess need for medical aid.
- Principal or designee will confer with Director of Safety.
- Principal or designee will notify parents of affected students.

Tactical Responses to Criminal Incidents

This information is part of the Safety Plan but is not included here because it must remain confidential and must be omitted in any

documents accessible by the public or for public record requests.

Unlawful Demonstration or Walkout

Their philosophy is to facilitate speech on-site to prevent students from leaving campus, where they are harder to protect.

Identify a Safe Forum: If a walkout is imminent, the principal should identify a specific location on campus (e.g., the quad, field, or gym) for a peaceful forum.

The "Non-Interference" Rule: Staff are instructed not to physically stop students who attempt to leave campus, as this can escalate tensions or cause injury.

Supervision Shift: Staff members are assigned to "follow" (at a distance) any group that leaves campus to monitor for safety hazards (traffic, outsiders) and to alert law enforcement. Assign staff to establish perimeter control and student supervision to maintain safety.

Neutrality: Employees are prohibited from promoting, endorsing, or participating in the demonstration during work hours.

The evacuation emergency map is considered sensitive, tactical response information and not included in this plan. However, it is readily available for inspection by the public and may be requested through The O'Farrell Charter Schools Director of Safety, Chief, or administrative designee of the Superintendent.