



Ocean Charter School  
Location Code: 5962

2022-2023  
Comprehensive School Safety Plan

## Table of Contents

<b><u>COMPLIANCE TOOL FOR A COMPREHENSIVE SCHOOL SAFETY PLAN .....</u></b>	<b><u>4</u></b>
<b><u>SECTION 32282 - SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT .....</u></b>	<b><u>13</u></b>
TIERED BEHAVIOR INTERVENTION .....	13
SUSPENSION AND EXPULSION.....	16
<b><u>SECTION 32282 - ATTENDANCE AND ABSENCES POLICY.....</u></b>	<b><u>28</u></b>
HEALTH GUIDELINES FOR ATTENDANCE .....	29
ABSENCES .....	29
EXCESSIVE ABSENCES .....	30
COMPULSORY EDUCATION LAW.....	30
ATTENDANCE TIPS FOR PARENTS.....	30
ABSENCE VERIFICATION .....	30
TYPE OF ABSENCES .....	31
TRUANCY AND ATTENDANCE INTERVENTION .....	32
PROCESS FOR ADDRESSING TRUANCY.....	33
INVOLUNTARY REMOVAL PROCESS .....	35
REFERRAL TO APPROPRIATE AGENCIES OR COUNTY DISTRICT ATTORNEY: .....	36
NON-DISCRIMINATION .....	36
ABSENCE REPORTS .....	36
INDEPENDENT STUDY POLICY.....	36
<b><u>SECTION 32282 - CHILD ABUSE REPORTING INFORMATION.....</u></b>	<b><u>41</u></b>
<b><u>SECTION 32282 – CRISIS PLAN ADAPTATIONS FOR STUDENTS WITH DISABILITIES .....</u></b>	<b><u>47</u></b>
<b><u>SECTION 32282 – OCS SCHOOL EMERGENCY RESPONSE TEAM PLAN.....</u></b>	<b><u>48</u></b>
<b><u>EMERGENCY SIGNALS.....</u></b>	<b><u>49</u></b>
<b><u>SECTION 32282 – CARE TEAM PROCESS.....</u></b>	<b><u>64</u></b>
<b><u>SECTION 32282 - DISCRIMINATION, HARASSMENT, AND HATE CRIME PROCEDURES.....</u></b>	<b><u>65</u></b>
TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY.....	65
HATE CRIMES:.....	71
TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION HATE CRIME, & BULLYING REPORT FORM .....	78
<b><u>SECTION 32282 – DRESS CODE.....</u></b>	<b><u>79</u></b>

DRESS CODE GUIDELINES ..... 79

**SECTION 32282 – SAFE ENTRY AND EXIT FROM SCHOOL SITE..... 80**

CAMPUS ACCESS & PARKING ..... 80

STUDENT DROP OFF & PICK UP..... 80

NEIGHBORHOOD STREET SAFETY AND TRAFFIC AGREEMENT ..... 81

**SECTION 32282 – ENSURING A SAFE AND ORDERLY LEARNING ENVIRONMENT..... 82**

CIVILITY POLICY ..... 82

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM ..... 83

STUDENT CODE OF CONDUCT..... 83

RIGHTS AND RESPONSIBILITIES ..... 83

PARENT CODE OF CONDUCT - FAMILY RESPONSIBILITIES ..... 84

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT..... 84

TIERED BEHAVIOR INTERVENTION ..... 85

**SECTION 32232 - TACTICAL RESPONSES TO CRIMINAL INCIDENTS AFTER HOURS AND AT SPECIAL FUNCTIONS..... 87**

**EMERGENCY SIGNALS..... 88**

**SECTION 32282 – BULLYING PREVENTION ..... 94**

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY..... 94

**Compliance Tool for a Comprehensive School Safety Plan**  
**California *Education Code* sections 32280–32289.5**  
**Required and Recommended Components for a Comprehensive School Safety Plan**

**Note:** This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). Use of this tool is optional. Each school, school district, and county office of education is responsible for compliance and familiarity with all sections of California *Education Code* sections 32280–32289.5.

<b>Section 32280</b>	<b>Mandate Met</b>	<b>Comments, Suggested Details</b> (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	8/11/22 – All employee in-service training	In service training for SERT and EP Plan, Health and Safety Vector video trainings, Health Emergency trainings, Parent Handbook review

<b>Section 32281</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<p><b>(b)(1)</b> Plan is written and developed by a school site council (SSC)</p> <p><b>(2)</b> The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired</p>	8/10/22 – Current Document	Planning committee roster: Stephanie Edwards Kristy Mack-Fett Debbie Tripp Taci Borges Jasmine Lavender Tomoko Seo Maryangee Cano Angela Rodriguez George Blair

<p><b>(b)(3)</b> SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP</p> <p>The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities</p> <p>Effective January 1, 2019, Assembly Bill 1747 expanded the requirements of this section as noted here</p>	<p>7/15/22 – Los Angeles Fire Department</p> <p>8/30/22 – Spoke with Chief Deputy of LAPD</p> <p>8/21/22 - Consulted with the Community Safety Partnership Bureau of the Los Angeles Police Department,</p>	<p>Gave insight on safe evacuation of building</p> <p>Gave advice on neighborhood safety and traffic safety</p> <p>Ongoing consultations on SERT plan - <a href="https://www.lapdcsp.org/">https://www.lapdcsp.org/</a></p>
---	---	---

<b>Section 32282</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<b>(a)</b> CSSP includes, but is not limited to the following:		
<p><b>(1)</b> An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:</p> <ul style="list-style-type: none"> <li>• Office Referrals</li> <li>• Suspension/Expulsion data</li> <li>• Attendance rates/School Attendance Review Board</li> <li>• California Healthy Kids Survey</li> <li>• School Improvement Plan</li> <li>• Local law enforcement juvenile crime data</li> <li>• Property Damage data</li> </ul>	9/20/22 – See notes	<p>OCS Behavior Reporting system, Discipline Procedures (pages 86-102 of the <a href="#">Parent Handbook</a>) CALPADS incident reporting, SARB plan (see page 13-26 of the <a href="#">Parent Handbook</a>), Maintenance &amp; Repair Logs</p> <p>Weekly SSC/administration meetings to discuss state of school and action plans</p>
<p><b>(2)</b> Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:</p>		<p>Threat Assessment Student Support via the <a href="#">OCS Care Team</a></p>
<b>(A)</b> Child Abuse Reporting procedures	8/10/22	See pages 119-123 of the <a href="#">Employee Handbook</a>
<b>(B)</b> Disaster procedures, routine and emergency	OCS collaborates	OCS uses the Standardized

<p>plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:</p>	<p>with the Readiness and Emergency Management for Schools  <a href="https://rems.ed.gov/">https://rems.ed.gov/</a></p>	<p>Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting <i>California Code of Regulations</i></p>
--	---	---

<p><b>Section 32282</b></p>	<p><b>Mandate Made</b> (date, plan)</p>	<p><b>Comments, Suggested Details</b> (resources, activities, etc.)</p>
-----------------------------	---	---

<p>(i) Earthquake emergency procedure system that includes:</p> <p>(I) A school building disaster plan</p> <p><b>Note:</b> Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school’s needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p>(II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools</p> <p>(III) protective measures to be taken before, during, and after an earthquake</p> <p>(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	<p>8-10-22</p>	<p>Please see the <a href="#">OCS SERT Plan</a></p>
<p>(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency</p>	<p>9-21-22 – Communication established with American Red Cross Los Angeles Region. Procedures/ planning in progress.</p>	<p><a href="https://www.redcross.org/local/california/los-angeles/about-us.html">https://www.redcross.org/local/california/los-angeles/about-us.html</a></p>
<p><b>(C)</b> Suspension/Expulsion policies and procedures</p>	<p>8-10-22</p>	<p>See pages 124-128 of the <a href="#">Parent/Student Handbook</a></p>



(D) Procedures to notify teachers of dangerous pupils	8-1-2020 – <a href="#">Care Team Process</a>	Must be documented on Internal Case Management Log
---	--	--

<b>Section 32282</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	8-10-22 – Page 16	See pages 111-122 of the <a href="#">Parent/Student Handbook</a>
(F) Schoolwide Dress Code – No images are permitted, including gang-related logos and images	8-10-22	See pages 30-31 of the <a href="#">Parent/Student Handbook</a>
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	8-10-22	See pages 11-13 of the <a href="#">Parent/Student Handbook</a>
(H) Maintain a safe and orderly environment conducive to learning at the school	8-10-22	See pages 45 and 85-89 of the <a href="#">Parent/Student Handbook</a>
(I) Rules and procedures on school discipline are established	8-10-22	See pages 85-89 of the <a href="#">Parent/Student Handbook</a>
(J) 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  <b>Note:</b> Effective January 1, 2019, AB 1747 requires the inclusion of these procedures	9-21-22 – <a href="#">After School SERT Plan</a> , <a href="#">SERT Plan</a>	Ongoing consultations on SERT plan - <a href="https://www.lapdcsp.org/">https://www.lapdcsp.org/</a>
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Committee and Board Mtgs	Governance, Board of Trustees, DEIC, public stakeholders

<p><b>(d)</b> Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented</p> <p>An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public (make web-safer version to post on website)</p>	<p>www.oceancs.org</p>	<p>Please see website for board approved CSSP</p>
--	------------------------	---

<b>Section 32282</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<p><b>(e)</b> The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP</p> <p><b>Note:</b> Effective January 1, 2019, Assembly Bill 2291 requires local educational agencies to adopt, on or before December 31, 2019, procedures for prevention of acts of bullying, including cyberbullying. The bill does not require that these procedures be placed in the CSSP, however, they may be placed in it</p> <p>AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils</p>	<p>Training video assigned to employees:  <a href="https://oceancharterschools.com/training/launch/course_version/837464BAN/837464BAN-5639-11E9-9764-86AC2E253C89?splash=0">https://oceancharterschools.com/training/launch/course_version/837464BAN/837464BAN-5639-11E9-9764-86AC2E253C89?splash=0</a></p>	<p>See page 114 of the <a href="#">Parent/Student Handbook</a></p> <p>Cyberbullying training by Vector videos for employees.</p>

<b>Section 32282.1</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
------------------------	-------------------------------------	--

<p><b>(a)</b> Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> <li>• Mental health professionals, school counselors</li> <li>• Community intervention professionals</li> <li>• School resource officers, police officers on campus</li> </ul> <p><b>(b)</b> The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time</p>	<p>8-1-2020 – <a href="#">Care Team Process</a></p>	<p>School counselors – independent contractors and Charters Choice</p>
---	---	--

<b>Section 32284</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
Plan <b>may</b> include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	8-10-22 - <a href="#">SERT Plan</a>	Code Yellow

<b>Section 32286</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<b>(a)</b> Each school review, update, and adopt its plan by March 1, every year	*Insert approval date and link to plan	See Section 32288 for guidance on school district or COE approval timeline

<b>Section 32288</b>	<b>Mandate Made</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<b>(a)</b> Submit the plan to school district office or COE for approval	Include date and plan	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
<b>(b)(1)</b> Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Governance and Board Mtg – 9-22-23	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
<b>(c)</b> Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	N/A	N/A

**Note:** This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280–32289.5.

## Section 32282 - School-wide Positive Behavior Support

School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground. This system involves setting clear behavioral expectations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K, grades 1-2, grade 3, grades 4-5, and 6-8 are in place. Teachers within each grade loop are empowered to develop and adjust systems for the grade loop in response to student need. Key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior. Upon enrollment and at the beginning of each school year, OCS families will receive a copy of the Parent/Student Handbook, including the Charter School's discipline policy.

### **Tiered Behavior Intervention**

Rudolf Steiner, creator and founder of the first Waldorf School in Stuttgart trained the teachers about imparting discipline, amongst other topics through a series of lectures and quotes. Steiner strongly emphasized the importance of the habit life and the need for the teacher to provide a healthy rhythm and routine in the classroom.

“You cannot have the proper effect upon the child's will when you tell the child just once what is right, but only when you allow the child to do something today, tomorrow and the next day. The proper action does not at all lie in reprimanding the child or giving the child rules of morality, but in guiding the child to something that you believe will awaken a feeling for what is right and allowing the child to repeat this. You must raise such deeds to habit. The more things remain as unconscious habit, the better it is for the development of feeling. The more the child becomes aware of the need to do deeds out of devotion to repetition, because they should and must be done, the more you elevate these to true will impulses.” – Rudolf Steiner

### **Tier I – Preventative Discipline**

OCS supports a tiered behavior intervention that begins with the relationship between the teacher and his/her class. The relationship the teacher develops with the students is crucial because it is ideally a multiple year journey they embark on together. Their course will be much smoother if the student has developed an inner feeling for the teacher's loving authority. All preventive discipline is

centered around this relationship and the relationship of the student to his/her classmates and ultimately to himself/herself. The importance of the teacher's loving authority is paramount.

### **OCS Teachers:**

- Model appropriate behavior
- Serve as "Loving Authority" figures
- Create a relationship with the students and strive to become worthy of emulation
- Are the primary "ego" presence of the class
- Create a daily, weekly, and seasonal rhythm and routine
- Create developmentally age appropriate songs, clapping games, verses, poems, or play the recorder or chimes to assist students with transitions, and moving from one activity to another
- Communicate non-verbally as much as possible when a student is becoming restless (e.g. a tap on their desk, or a hand signal for silence)
- Model effective teaching
- Practice "looping" (ideally remain with the same class for multiple years)
- Establish a healthy relationship with each individual student
- Set clear and definitive boundaries with regard to activities in the class
- Ensure students are well aware of what is expected of them
- Give clear and concise direction to students at all times during the day
- Ensure boundaries are consistently followed at all times
- Instill a culture of discipline
- Expect students to follow the Student Code of Conduct
- Strive to find fairness in all direction and boundaries as well as in the enforcement of consequences
- Regularly practice the art of Council, an LAUSD best practice for fostering classroom cultures where students connect meaningfully with peers and adults. Council practice supports students in all groups because it's very focus on building each students' ability to speak and listen from the heart and to solve problems non-violently and proactively
- Work collaboratively as a team with parents, colleagues, and administration

## **Tier II - Responsive Discipline**

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:

- ☒ Conflict resolution
- Making a card/picture as a way of recognizing and, if sincere, apologizing for what they have done
- Peer mediation
- Taking a "break"
- Warning(s)
- "Visiting" another classroom

- Completing a Self-Reflection sheet
- Office referral
- Discipline Incident report completed and parent informed
- Parent conference
- SST referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

### **Tier III - Intensive Discipline**

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:

- Parent/student conference
- SST meeting(s)
- Referral to OCS counselor
- Daily Behavior Intervention contract
- Daily check-in with administrator
- “Visiting” another classroom for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training
- Additionally the following responses can be considered:
- In-school suspension
- Out-of-school suspension
- Expulsion

### **Professional Development**

OCS faculty and staff participate in annual Professional Development training prior to the start of each Charter School year, including a review of the general discipline philosophy, policies, codes of conduct, tiered behavior intervention, and strategies, as well as ongoing trainings (e.g. Practice of Council, Conflict Resolution, Non-Violent Restraint, etc.) throughout the Charter School year as needed.

## **In-School Suspension**

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. The maximum number of days of in-school suspension will not exceed three days per incident and ten days in one academic year.

## **Suspension and Expulsion**

OCS students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to Charter School activity or attendance while on the school grounds, while going to or coming from Charter School, during the lunch period whether on or off campus, and during or while going to or coming from a Charter School sponsored activity.

### **Suspension**

OCS has reviewed Education Code Section 48900, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900. OCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. OCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Charter School property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

EDUCATION CODE, SECTION 48900: A student who has committed the following acts will be suspended, and may be subject to expulsion. :

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.



(a)(2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to Charter School property or private property. (g) Stole or attempted to steal Charter School property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen Charter School property or private property.

(m) Possessed an imitation firearm. As used in this section, means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288,

288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization of body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or Charter School- sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

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

(2) (A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.

(i) A message, text, sound, or image. (ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph.

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

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to Charter School activity or Charter School attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

### **Expulsion**

Pursuant to Education Code 48915, the Ocean Charter School Executive Director, or Director, shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director, or Director finds that expulsion is inappropriate, due to the particular circumstances:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the student.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of

not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The Executive Director or Director shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm (2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

The Board of Trustees for Ocean Charter School shall order a student expelled upon finding that the student committed any of these five acts, and shall refer that student to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate students who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the student at the time of expulsion.

As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

As required by The Gun Free Schools Act (GFSA), a student who is determined to have brought

a weapon to school without will be expelled from school for a period of not less than one year.

## **Out-of-School Suspension Procedures**

### **Position(s) Authorized to Suspend Students**

Ocean Charter School shall comply with Education Code 48900. Pursuant to that statute, a student shall not be suspended from school or recommended for expulsion, unless the Executive Director or Director or his or her designee determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (r) of 48900, inclusive.

### **Notice to Student**

When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the Executive Director or Director and will include the student and if possible, the student's parents/guardians. During the conference, the student will have an opportunity to be heard prior to suspension.

In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension by phone and in writing within one school day. A conference with the Executive Director or Director will be held as soon thereafter as reasonably possible.

### **Notice to Parents/Guardians**

At the time a suspension is recommended, the Executive Director, or Director, or his or her designee will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, the Executive Director, or Director, or his or her designee will continue to follow up throughout the day or attempt to contact the parent in person (for example: when the parent picks the student up from school). In addition, a written notification will be sent home within one school day. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

### **How a parent/student may appeal a suspension decision**

Students may appeal a suspension of five or more days prior to its completion by submitting a written request to the OCS Board of Trustees' Hearing Board Chairman, and include the student's request, along with the administration's response and any reply by the student to that response. The

Hearing Board, a Standing Committee of the Board of Trustees shall hear any such appeal as soon as reasonably practicable, and, if appropriate, the Hearing Board Chairman may delay service of the remainder of the student's suspension until a hearing can be conducted.

Any appeal of a suspension by the Hearing Board shall be limited to determining if the administration abused its discretion in issuing the suspension, and, if it has, what appropriate corrective measures should be taken by OCS. The student or student representative shall receive reasonable notice of the hearing and have an opportunity to present evidence or argument in support of his/her position prior to any decision by the Hearing Board as to the suspension. As an independent charter school, the Hearing Board of the Ocean Charter School Board of Trustees will make all final determinations in regards to all suspension appeals.

**Maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year**

The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the Executive Director, or Director, and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Students to be suspended for three days or more will be given appropriate grade-level work to do while on suspension. Any tests that a student misses while on suspension will be completed within the first week of school after the suspension ends.

Students with disabilities are expected to follow the Student Code of Conduct specified in the OCS Parent/Student Handbook. OCS administration may remove a student with a disability who violates a Code of student Conduct from their current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 school days. If school personnel recommend a change in placement (e.g., suspension, IAES, or expulsion that would exceed 10 school days), an IEP team meeting will be held as soon as possible, but no later than within 10 school days, to determine whether the behavior that gave rise to the violation of the school code was a manifestation of the child's disability. Under the IDEA a child's conduct is a manifestation of his or her disability if: (1) the conduct was caused by, or had a direct and substantial relationship to, the child's

disability; or (2) the conduct was the direct result of the school's failure to implement the student's IEP. If the IEP team determines that the behavior was not a manifestation of the child's disability, the school may discipline the child in the same manner in which it would discipline children without disabilities. If the discipline involves a change of placement, the new placement will be determined by the IEP team.

If the IEP team determines that the behavior was a manifestation of the child's disability, the child will be returned to the placement prior to the disciplinary action unless OCS, in collaboration with the district, and parents agree to a change in placement or the school/district has removed the child to an IAES due to behavior involving a weapon, illegal drugs, or infliction of serious bodily injury.

### **How and where the student will be provided with meaningful access to education during the term of the suspension**

Students to be suspended for three days or more will receive both daily class assignments and homework aligned to class objectives for the duration of the suspension. Teachers will send daily class assignments and homework, excluding tests and quizzes to the main office before the start of class each day of the suspension, and parents should retrieve the work daily for student completion while at home. Materials for assignments will be provided to the student, including texts, workbooks, and other worksheets. Upon return from suspension, the teacher will review assignments completed by the students to reteach material if necessary. Students will also be given the opportunity to take tests and quizzes that occurred during the suspension, under the supervision of the teacher.

### **Specific rules and procedures for suspension pending the outcome of an expulsion process and how and where students will have meaningful access to education pending the outcome of the expulsion process**

Upon a recommendation of expulsion by the Executive Director or Director, the student and the parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director, or Director upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Student suspension may be extended for up to 30 days pending expulsion hearing. The student will receive meaningful access to education during suspension, and will have an opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated teacher(s) or administrators(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

## **Expulsion Procedures**

### **Specific rules and procedures for student expulsion**

1) Prior to the recommendation of expulsion by the Executive Director or Director, the student and the student's guardian of representative will be invited to a conference to discuss the allegations against the student. After the meeting, the Executive Director or Director will inform the student's guardians of (1) the suspension of the student, and (2) the process for the expulsion hearing, should the Executive Director or Director decide to recommend for expulsion. Should the Executive Director or Director recommend expulsion, the Charter School will provide a written recommendation to the student's guardians within five business days from the date of the suspension.

2) Upon recommendation by the Ocean Charter School Executive Director or Director, the OCS Hearing Board (a Standing Committee of the Board of Trustees, comprised of members of the Board of Trustees) shall make the final decision on a student's proposed expulsion. The Hearing Board's decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

3) Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Executive Director, Director, or Hearing Board, the hearing shall be held within thirty (30) school days after the Executive Director or Director determines that the student has committed an expellable offense and recommends the student for expulsion. The Hearing Board will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the hearing. Written notice of the hearing shall be forwarded by the Executive Director or Director to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include: 1. The date and place of the expulsion hearing; 2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based:



3. A copy of OCS's disciplinary rules, which relate to the alleged violation: 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at OCS to any other school district or school to which the student seeks enrollment; 5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor: 6. The right to inspect and obtain copies of all documents to be used at the hearing: 7. The opportunity to confront and question all witnesses who testify at the hearing: 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses: 9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause: 10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

OCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Board. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Hearing Board must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Board, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Board may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Board may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a

support person whom the presiding person finds is disrupting the hearing. The Hearing Board may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Executive Director or Director must present evidence that the witness' presence is both desired by the witness and will be helpful to OCS. The Hearing Board member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

4) The OCS Hearing Board shall make the final decision on a student's proposed expulsion. A determination by the Hearing Board to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay.

#### 5) Determination by Hearing Board for Expulsion based on presentation of evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Hearing Board shall be in the form of written findings of fact. If the Hearing Board decides not to expel, the student shall immediately be returned to his/her educational program.

#### **Written Notice to Expel**

The Executive Director, or Director, following a decision of the Hearing Board to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Hearing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures, and information regarding right to appeal; and (c) Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with OCS. The Executive Director, or Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

6) The records of the hearing will be maintained by OCS and a transcript will be made available upon request.

7) Right to Appeal Parents/Guardians may appeal the expulsion decision of the Hearing Board by making a written request and submitting it to the Board of Trustees within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board of Trustees meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board of Trustees will make a final decision based on the information presented at the appeal hearing by the

parent(s)/guardian(s) and information from the original expulsion hearing. All Board of Trustees members who voted on an expulsion decision of the Hearing Board will be recused from any vote or discussion by the Board of Trustees on an appeal of that decision. To uphold the expulsion decision, a Board of Trustees vote must satisfy two conditions: (1) a favorable vote by the majority of a Board quorum, and (2) at least 50% of the Board of Trustees members in attendance who did not take place in the Hearing Board decision must vote in favor of the expulsion. The Executive Director or Director will send written notice to the student or parent/guardian of the Board of Trustees' decision within seven (7) calendar days of the appeal hearing. The Board of Trustees' decision to uphold the Hearing Board's decision to expel shall be final. Should the Board of Trustees overturn the expulsion, the student will be fully reinstated and any documentation will be expunged from the record.

### **Rehabilitation and Reinstatement/Readmission**

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which a student matriculates. Ocean Charter School's Board of Trustees shall recommend a plan of rehabilitation for the student, set to review one year from the dated the expulsion occurred. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of school work, counseling, community service, and/or other assessments.

Ocean Charter School shall mail written notification to parent within 30 calendar days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

## **Section 32282 - Attendance and Absences Policy**

### **Importance of Attendance and Timeliness**

- Students with strong attendance tend to perform better in class, score better on standardized tests, and are more likely to go to college.
- Students who attend school regularly are more likely to build positive relationships with peers and adults.
- It is important to build a strong work ethic early, as our students' future will require that they demonstrate good attendance and responsibility.
- It's the law! Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school. Failure to attend school can lead to legal action, up to and including a \$2500.00 fine.

- Arriving at school in an unhurried and peaceful manner sets the tone for a successful learning day. Arriving late is stressful for the students and disruptive for their classmates and teachers.

## **Health Guidelines for Attendance**

Be sure to keep your contact information and student emergency contact information current so you can be reached if your child needs to go home for any reason. If you cannot be reached, then your emergency contacts will be called to pick up your child.

Please see OCS' Covid Safety Plan for details on how we are doing all we can to protect our students and employees from Covid – 19.

In particular, children who are experiencing any of the following symptoms should remain at home until they have met the following treatment guidelines:

- ❖ **Fever (100° F or higher):** Must be fever-free for a full 24-hour period before returning to Ocean Charter School ("OCS", the "School," or the "Charter School")
- ❖ **Upset stomach, vomiting, diarrhea:** Must be able to tolerate a normal diet AND be completely clear of all vomiting and diarrhea for a full 24-hour period before returning to School.
- ❖ **Uncontrollable cough:** The cough subsides (within reason).
- ❖ **Runny nose:** Thick yellow or green discharge has cleared up. If the runny nose is due to allergies, the child must be able to care for it in a sanitary manner.
- ❖ **Live Lice:** Has completed an initial round of treatment and is clear of all live lice. The student must also undergo a head check before being re-admitted to the classroom. If any live lice are found during the head check, the student will be sent home for additional treatment.
- ❖ **Treatable, contagious diseases (such as strep throat, impetigo, scabies, pink eye):** Has completed a full 24 hours of treatment.
- ❖ **Other communicable diseases (such as chickenpox, measles, mumps):** Is no longer contagious and is well enough to attend School.

If your child contracts a significant communicable disease (like chickenpox or the measles), please notify the School in a timely manner so that the administration can take appropriate action to notify our community and to limit its spread within the school community.

## **Absences**

As parents/guardians, you are an important part of your child's success and future achievement. We encourage all parents/guardians to support their children in attending school daily and on time. Students who are absent from school miss important instruction and assignments, and are more likely to fall behind and even drop out. Students who develop patterns of good attendance are much more likely to be successful both academically and socially, and have a higher graduation rate.

**All students are expected to maintain a 97% attendance rate, which translates to no more than 6 unexcused/excused absences per year.**

<b>Attendance</b>	<b>Absences</b>	<b>Percent</b>
<b>Perfect</b>	0	100%
<b>Proficient</b>	1-6	97%-99%
<b>At Risk</b>	7-9	95%-97%
<b>Excessive</b>	10 or more	94 %

## **Excessive Absences**

Excessive absences are defined as 10 or more absences (excused or unexcused) in one school year. Each absence beyond 10 days in a given school year must be verified by a health professional. Notes from health professionals must be submitted within 10 days of the absence. The School will make every possible effort to assist students with poor attendance patterns. If excessive absences continue, or if a student or parent is non-responsive or non-compliant with attendance policies, OCS may initiate the involuntary removal process, in accordance with the defined procedures, below.

## **Compulsory Education Law**

Education Code section 48200 states that each person between the ages of 6 and 18 is subject to compulsory full-time education. Parents or guardians are responsible for sending their children to school daily and on time.

## **Attendance Tips for Parents**

- Plan vacations for non-school days only.
- Schedule all appointments for your child after school, on weekend days, or during your child's vacation, whenever possible.
- Make sure OCS has your accurate daytime contact information, including cell phone number and/or email address.
- Let the OCS Administration know about any problems that may affect your child's attendance
- Make sure your child is ready to attend school at the appropriate time. Preparing school supplies and clothes the night before can go a long way.

## **Absence Verification**

Please report absences as soon as you know your child will be absent. School staff at the front office can be reached at 310-827-5511. You can call, speak to a School staff member in person, or [complete an attendance verification form](#) no later than 3 school days following the absence. An excusal must be provided when a student misses part or all of a school day. Excusals may only be submitted by a parent, guardian, or caretaker.

Absences of 4 consecutive days or more for illness require a note from a doctor or appropriate health professional. As noted above, after 10 or more absences (excused or unexcused) a note from a doctor or appropriate health professional will also be required.

Therefore, School-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse an absence. If your child is absent or needs to miss part of the

school day, please have your child attend school prior to the appointment and/or return to school before/after the appointment to complete the school day.

## **Type of Absences**

There are five (5) types of absences: Excused, Unexcused, Un-cleared, Tardies, and Early Leaves. Please see below for definitions and information.

### **(1) Excused Absences**

A student shall be excused from school when the absence is due to:

- Personal Illness
- Quarantine by health officials
- Medical, optometric, chiropractic, or dental appointments or services
  - Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attendance of a funeral of an immediate family member (1 day within the state, 3 days outside the state)("Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.)
- Participation in religious instruction or exercises (no more than 4 school days per month)
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent. (The school does not require a note from the doctor for this excusal.)
- To permit the pupil to spend time with an immediate family member an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- Attendance at the pupil's naturalization ceremony to become a United States citizen
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats for no more than 4 hours during a semester or attendance at an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 1230 of the Election Code.

### **(2) Unexcused Absences**

Any absence for any reasons other than those listed above are not excused, and will result in a student being classified as truant after the third (3) day of unexcused absence for the school year.

### **(3) Un-cleared Absences**

An un-cleared absence is any absence for which no confirmation or documentation has been provided by a student's parent/guardian within three (3) school days following the absence. Families need to communicate with the School staff regarding reasons for their child's absences. Every effort shall be made by the School staff to notify parents/guardians of student's un-cleared absences and to clear these and all absences. Students returning to school after an un-cleared absence must present documentation to the main office to clear their un-cleared absences. If attempts are made to clear absences with sufficient due diligence, yet no excuse is provided, these

absences will be converted to unexcused absences or truanancies. Thus, it is vital that parents communicate the reasons for absences to the School.

#### **(4) Tardies**

A student is marked tardy when they are not in class when the appropriate bell rings. Tardiness is disruptive to the class and places a burden on both the teacher and the tardy student. Any time a student arrives late to class, valuable instructional time is lost. Tardies are marked as excused, unexcused or truant. Parents/guardians must write a note of explanation when they have knowledge of their child's tardiness. Any unexcused tardy in excess of 30 minutes will be counted toward truancy.

In the event of being tardy upon the start of the school day, your child must:

- ❖ Report to the office before proceeding to the classroom.
- ❖ Sign in and obtain a tardy slip stating the reason for arriving late.

Teachers may require that late students wait by the classroom door to be admitted at a less disruptive time. For children in kindergarten, first, and second grades, a parent/guardian must accompany the student to the door and wait for the teacher to admit them. Students who are tardy to class are responsible for making up missed time with the individual teacher.

In order to participate in an extracurricular or after-school activity, *a student must be at school by 11:00 a.m. on the day of the activity.* Exceptions to this rule include emergency dental or medical appointments, school-sponsored field trips, and family emergencies.

#### **(5) Early Leaves**

When picking up a student early, the parent or authorized adult must sign the student out in the main office. Parents may not enter the classroom without approval. The office staff will verify and/or enter appropriate tardy/absence reason code for the period of time the student was off campus. Any unexcused early leaves in excess of 30 minutes may be counted toward truancy.

## **Truancy and Attendance Intervention**

A student who is absent three (3) full days without a valid excuse, or on three (3) occasions is tardy or absent for more than thirty (30) minutes in one school year, or any combination thereof, may be classified as truant. Truancy can lead to severe consequences, including fines and criminal prosecution.

Education is a partnership between parents, students and the School. This Attendance and Absence Policy is not intended to be punitive for the parent or student. OCS will work with parents/guardian(s) to address issues or concerns which may be preventing students from attending school regularly, and will collaborate in order to overcome attendance problems. Attendance interventions that may be used by OCS in order to reduce barriers to regular school attendance may include:

- Phones calls
- Letters home
- Parent Conferences
- Home visits
- Parent Attendance Assemblies
- Case management services
- Referral to school and community resources



Resources provided to a parent/guardian(s) and student(s) through school-based intervention teams; Student Success Team (“SST”); and Student Attendance Review Team (“SART”)

Failure to comply with this Attendance and Absence Policy may result in:

- Referral to the SART
- Referral to the District Attorney for possible prosecution
- Pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege pursuant to Section 13202.7 of the Vehicle Code
- Cal Works or TANF may reduce your monthly allowance per child
- You may be fined up to \$2,500.00 per child

Do not allow your child to have “parent-permitted truancies.” These truancies are best described as absences for reasons other than what the law allows. They may include the following: personal business, car problems, babysitting, rain, walk outs/demonstration, etc. Absences for these reasons are still counted as truancies.

## **Process for Addressing Truancy**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student’s classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by Principal or designee. In addition, the student’s classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive “Truancy Letter #1” from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a Truancy Letter #3,” and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of 1 Board Trustee, 1 Administrator, 1 Certificated Faculty member, and/or Attendance Counselor. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - i. Parent/guardian to attend school with the child for one day
    - ii. Student retention
    - iii. After school detention program
    - iv. Required school counseling
    - v. Loss of field trip privileges
    - vi. Loss of school store privileges
    - vii. Loss of school event privileges
    - viii. Mandatory Saturday school
    - ix. Required remediation plan as set by the SART
    - x. Notification to the District Attorney
  - c. The SART panel may discuss other school placement options.
  - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
  7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
  8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

## **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### **Referral to Appropriate Agencies or County District Attorney:**

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

### **Non-Discrimination**

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

### **Absence Reports**

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

### **Independent Study Policy**

Ocean Charter School (the "Charter School") may offer independent study to meet the short-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Ocean Charter School Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 10

school days.

2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete 50% of given assignments during any period of 5 school days.
  - b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter School has adopted tiered reengagement strategies\* for the following pupils:
  - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
  - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.

- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
  - c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
  - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction\*:
- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Each student will be assigned a supervising credentialed teacher who will offer daily classroom style, small group, or one on one synchronous instruction opportunities each school day through a virtual platform.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Each student will be assigned a supervising credentialed teacher who will offer weekly classroom style, small group, or one on one synchronous instruction opportunities each school day through a virtual platform. Students will be provided daily live interaction on each school day by the supervising teacher or alternative school staff for the purpose of maintaining school connectedness.
6. The following plan\* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For all students on independent study, OCS will hold a seat open for the student's return to classroom instruction. Upon written receipt of a family's wish

to return to in-person instruction, Charter School staff shall inform the family of their right to return and include a planned return date that includes a time for any required Covid-19 testing a receipt of results. OCS will promptly notify school staff of this return to ensure a smooth transition.

*\* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
  - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
  - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
  - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.



8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Executive Director may establish regulations to implement these policies in accordance with the law.

## Section 32282 - Child Abuse Reporting Information

The purpose of this summary is to serve as a guide to the reporting of child abuse or neglect to child protective agencies.

### I. California Law

All Ocean Charter School employees are mandated by law to report suspected child abuse. A report made by a mandated reporter is deemed a “mandated report.” An employee who, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom [the employee] knows or reasonably suspects has been the victim of child abuse or neglect, shall report the known or suspected instance of child abuse protective agency immediately, or as soon as practically possible by telephone.

Each employee is individually responsible for reporting suspected child abuse. Reporting suspected child abuse to an employer, administrator, coworker, or other person does not substitute a mandated report to the appropriate child protective agency. Contents of a child abuse report shall remain confidential. Only individuals directly involved in a specific case may have access and/or be privy to information regarding the report and its contents.

### II. Definitions

The term “child abuse” is defined to include the following:

Physical Abuse; actual physical injury, sexual abuse, sexual assault, sexual exploitation, molestation of child, etc.

Neglect; negligent failure to provide adequate food, clothing, shelter, medical care or supervision.

Life Endangerment; any act by a person who willfully causes, inflicts or

permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

### III. Child Abuse Reporting Procedures

If you suspect child abuse or neglect, you must telephone immediately, or as soon as possible, the appropriate child protective agency to report the suspected child abuse. Child abuse reports are made to the Department of Children and Family Services (“DCFS”), or to the local law enforcement agency.

A written report or online report must be submitted to DCFS within 36 hours of receiving information concerning the incident. The report must be made to the agency which received the telephone report.

The identity of an employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, or when needed for specified court actions.

### IV. Prohibited Actions

Prior to making a report, never contact the child’s home or the alleged perpetrator if indicators point to possible abuse or if abuse is suspected. Never conduct an investigation of any kind once abuse or neglect is alleged and prior to making a report.

### V. District Employee Named as Alleged Perpetrator

Any employee who has reasonable suspicion that another employee has committed child abuse must file a report with a local child protective services agency and must report the suspected conduct to the appropriate supervisor.

### VI. Consequences for Reporting/Failure to Report

Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

Failure to report suspected child abuse is a misdemeanor, and punishable by up to six months in the county jail and/or a \$1000 fine may be imposed.

## FREQUENTLY ASKED QUESTIONS

1.

EMPLOYEES WHO HAVE REASONABLE SUSPICION OF CHILD ABUSE MUST REPORT THE SUSPECTED ABUSE, SO WHAT DOES A “REASONABLE SUSPICION” MEAN?

Reasonable suspicion means it is objectively reasonable for a person, based on facts that could cause a reasonable person, drawing on his/her experience, to suspect child abuse. You may ask a child “what’s wrong?” and get a response that leads to reasonable suspicion.

2.

MAY AN EMPLOYEE USE ANY SOURCE OF INFORMATION TO ACQUIRE REASONABLE SUSPICION OF ABUSE?

Yes, an employee can use any source, such as the victim, friend, third parties, and oral/written words.

3.

IF AN EMPLOYEE HAS REASONABLE SUSPICION, MAY THE EMPLOYEE INVESTIGATE AND CONFIRM THE CHILD ABUSE?

No, the employee should not attempt to verify that the abuse occurred.

4.

DOES CHILD ABUSE ONLY INCLUDE PHYSICAL AND/OR SEXUAL ABUSE?

No, child abuse can also include neglect (failure to protect the child or provide adequate food, shelter, medical care or supervision), mental cruelty, life endangerment (willfully causing a child to endure mental suffering or placing the child in a situation where his mental or physical health is in danger) and cruel or inhuman “corporal” punishment or injury (resulting in a traumatic condition).

5.

DOES AN EMPLOYEE’S KNOWLEDGE OF A STUDENT’S PREGNANCY OR S.T.D. IN AND OF ITSELF REQUIRE THE EMPLOYEE TO FILE A REPORT?

No, unless sexual abuse is suspected, such as the pregnancy or STD was the result of forced or coerced sexual activity, one partner is under the age of 14, or one partner is 21 or older. However, if you are not certain of the facts, it is best to report.

6.

WHEN TWO OR MORE EMPLOYEES HAVE REASONABLE SUSPICION OF CHILD ABUSE, CAN THEY AGREE ONE WILL MAKE THE REPORT?

Yes. A joint report may be submitted by one of the two employees per mutual agreement. However, each employee must ascertain that the report was made, because reporting is an individual duty.

7.

MAY AN EMPLOYEE WAIT UNTIL THE END OF THE DAY OR WEEK TO REPORT?

No, the law requires that the report by phone call be made immediately or as soon as possible and the written report mailed or submitted online within 36 hours. Even if the 36 hour time limit has lapsed, the employee must still file the written or online report.

8.

HOW DOES AN EMPLOYEE FILE AN ONLINE REPORT?

When the report is made by phone, the employee will receive a case number. The employee can go online to <https://mandreptla.org/> and click on “create a child abuse report”.

9.

SHOULD AN ADMINISTRATOR PROVIDE A TEACHER CLASS COVERAGE, WHEN NEEDED, SO THAT THE REPORT CAN BE MADE IMMEDIATELY OR AS SOON AS PRACTICAL?

Yes, the law states that the report must be made immediately or as soon as possible.

10.

HOW SHOULD STAFF RESPOND TO A PARENT/ALLEGED PERPETRATOR WHO IS REQUESTING INFORMATION ABOUT THE REPORT (I.E. WHO, WHAT, WHERE, WHEN, AND WHY)?

Child abuse reports are confidential; therefore, staff should not provide the parent with specific information concerning the report. The parent/alleged perpetrator should be referred to the appropriate child protective agency.

11.

DOES A LAW ENFORCEMENT OFFICER OR SOCIAL WORKER HAVE ACCESS TO THE CHILD’S SCHOOL RECORDS WHEN INVESTIGATING CHILD ABUSE ALLEGATIONS?

No, unless they have parent’s consent, subpoena, or court order, however, they may request to interview anyone in the course of the child abuse investigation.

12.

DURING A CHILD ABUSE INVESTIGATION, MAY DCFS OR THE LOCAL

LAW ENFORCEMENT AGENCY TAKE THE CHILD VICTIM INTO PROTECTIVE CUSTODY?

Yes, a law enforcement official or a DCFS worker may take a student into Protective custody. The law does NOT require law enforcement to accompany DCFS when taking the child into custody.

13.

DOES THE LAW PROVIDE ANY PROTECTION AGAINST LAWSUITS FOR FILING MANDATED REPORTS?

Yes, the law provides that mandated reporters shall not be civilly or criminally liable for reporting the suspected child abuse.

14.

CAN IMPROPER CONDUCT ON A CAMPUS CONSTITUTE BOTH CHILD ABUSE AND SEXUAL HARASSMENT?

Yes, a school may have a dual duty to report child abuse and respond to allegations of sexual harassment.

15.

HOW DOES A SCHOOL GET ADDITIONAL CHILD ABUSE REPORTING FORMS?

Additionally reporting Forms §8572 (employees). DOJ 900 (medical professional) may be obtained from DCFS (800-540-4000).

16.

ARE SCHOOL OFFICIALS REQUIRED TO KEEP LOGS OR COPIES OF CHILD ABUSE REPORTS?

No. Child abuse reports are confidential. Copies and logs of child abuse reports maintained at the school site would be considered pupil records and would therefore be accessible to the parent/legal guardian of the child. Therefore, they should not be maintained by school personnel. Individual reporters may retain a copy to keep in their personal files.

17.

SHOULD INCIDENTS OF CHILD ABUSE BE NOTED ON THE STUDENT'S HEALTH RECORD?

No. Incidents of child abuse must be reported to the appropriate child protective services agency. Recording such information on the student's health card does not satisfy mandated reporting laws. Also, the health record is a pupil record, accessible to the parent/legal guardian, school staff and others. Recording incidents of child abuse on the health card would destroy the confidential nature of the information and may compromise an investigation.

18.

KNOWING THAT EVERY SITUATION IS DIFFERENT, WHAT ARE SOME EXAMPLES OF NEGLECT, WILLFUL CRUELTY OR UNJUSTIFIABLE PUNISHMENT, AND MENTAL SUFFERING/EMOTIONAL WELLBEING?

Facts and circumstances may differ, so when a mandated reporter is not sure whether or not to file a report, s/he should contact the Child Protective Services Hotline at 1-800-540-4000. Some general examples of neglect might include the following:

General examples of neglect might include: the failure to provide adequate food, shelter, and clothing appropriate to the climatic and environmental conditions; the failure to provide, whether intentional or otherwise, supervision or a reliable person(s) to provide child care;

Leaving a child alone for an excessive period of time given the child's age and cognitive abilities; or holding the child responsible for the care of siblings or others where beyond the child's ability

General examples of willful cruelty or unjustifiable punishment might include: chaining the child to furniture; forcing the child to eat or drink excessively as punishment; or cruel or unusual actions used in the attempt to gain submission, enforce maximum control, or to modify the child's behavior.

General examples of mental suffering/emotional mistreatment, which is not required to be reported, might include the following: repeated negative acts or statements directed at the child; exposure to repeated violent, brutal, or intimidating acts or statements among members of the household; rejection of the child; encouraging the child to steal or engage in other illegal activities; or encouraging the child to use drugs and/or alcohol.



FACT SHEET

# Integrating K-12 Students With Disabilities Into School Emergency Management Planning

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

Taking an inclusive and equitable approach to emergency management planning means considering the needs of the most vulnerable populations first. Students with disabilities (SWDs) are entitled to the same emergency services as their nondisabled peers and should be considered and included during emergency management planning. This not only is a best practice and planning principle in the [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#) but also is supported by multiple federal laws, including the [Americans with Disabilities Act \(ADA\)](#), the [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act](#). Taking an equitable approach to emergency management planning does not have to be a daunting or costly task. It simply requires administrators and officials to consider the entire school community, from students and staff members to visitors and volunteers, and then take the appropriate actions to ensure the safety of all.

### Plan for Special Needs Through All Three Phases

Providing for SWDs before, during and after an emergency is instrumental in ensuring their safety. As core planning teams address the [National Preparedness System](#) mission areas, they make decisions proactively based on predictions about what emergency incidents can be prevented or avoided, the types of incidents most likely to occur, and the implications of those incidents. School districts and individual schools should make the same proactive decisions simultaneously for their SWDs, considering the implications for their full participation in the school emergency operations plan (EOP) and then determining how best to address each student's needs. The core planning team should consider the variety of disabilities—including visual, communication-related, mobility-related, cognitive, attentional and emotional—to adequately integrate these students and their vulnerabilities into all emergency management planning. Refer to the [Addressing Access and Functional Needs \(AFN\) in School and IHE Emergency Operations Plans Fact Sheet](#)

for more information about incorporating students' and school staff members' special needs into EOPs.

### Team up with a disability specialist

When creating a school district core planning team or an individual school core planning team as part of [Step 1](#) of the six-step planning process, administrators should include a disability specialist who can provide guidance on how to meet students' physical and emotional needs. Disability specialists make ideal candidates for a core planning team, not only because they are experts in disability issues, policies and legislation but also because they are experts in supporting their school's SWDs and the services with which they are provided. Core planning teams should be multidisciplinary. At the school district level, they often include administrators; instructional and support staff; food, maintenance, building and grounds staff; community partners; and parents and guardians. At the school level, they often consist of a school district representative, school administrators, school psychologists, related service providers, school nurses, special educators, counselors and general educators,



(855) 781-REMS (7367)

#### FOR MORE INFORMATION

✉ [info@remstacenter.org](mailto:info@remstacenter.org)

🐦 [@remstacenter](https://twitter.com/remstacenter)

🌐 <https://rem.s.ed.gov>

Section 32282 – OCS School Emergency Response Team Plan

Ocean Charter School  
SAFE EVACUATION PLAN & SERT ROLES

**School Location Code:** 5962

**Phone:** 310-827-5511

1<sup>st</sup> Level:

**Incident Commander:**

Stephanie Edwards

Employee #: 10009986

Phone: 949-370-1870

**Safety Officer (2<sup>nd</sup> in Command):**

Kristy Mack-Fett

Phone: 323-449-5612

**Public Information Officer:**

Debbie Tripp

**Search and Rescue:**

Tomoko Seo – Admin buildings

Cesar Rodriguez – 1<sup>st</sup> Floor Classrooms buildings

Abel Rodriguez – 2<sup>nd</sup> Floor Classrooms buildings

Daniel Wentling – MPR building

2<sup>nd</sup> Level:

**First Aid/Medical Team:**

Maryangee Cano (patient retrieval)

Debbie Tripp (triage)

Taci Borges (recovery)

**Psychological First Aid/Crisis Team:**

LAUSD SPED Team

**First Responder Gate Team:**

Angela Baas-Rodriguez (Main Gate)

**Reunion Gate Team:**

Tomoko Seo (Kinder Gate)

Jasmine Lavender (Middle School Gate)



**Emergency Preparedness Team:**  
 Angela Baas-Rodriguez  
 Jasmine Lavender

**OCS FACULTY & STAFF CONTACT INFORMATION**  
**EMERGENCY SIGNALS**

<b>STATUS</b>	<b>DESCRIPTION</b>	<b>SIGNAL</b>	<b>WHO</b>
Lock-Down: First Level Response Needed  CODE BLACK	Crisis that does activate the SERT Team Example: 1. Intruder 2. Extreme Confrontation	Code Announced via PA System	*Incident Commander, *Safety Officer, *Public Information Officer *Members of SERT
Lock-Down: First Level Response Needed  CODE BLUE	Crisis that does NOT activate the SERT (threat is too dangerous) Used in one of the following scenarios: 1. Shots fired 2. Gunman on campus 3. Hostage Situation	Code Announced via PA System	*Incident Commander, *Safety Officer, *Public Information Officer
Evacuate: Second Level Response Needed  CODE RED	Crisis that activate the SERT Team (threat is too dangerous to stay indoors) Unsafe building conditions Examples: 1. Fire 2. Structural collapse 3. Poisonous contaminant	Fire Alarm (Bell) and PS System	*Incident Commander *Members of SERT
Shelter: Second Level Response Needed  CODE YELLOW	Crisis requiring the school to remain in doors. All faculty, students, and visitors are invited into the school. Examples: 1. Earthquake 2. Airborne contaminant 3. Wild fire	Code Announced via PA System	*Incident Commander *Members of SERT
All Clear	Crisis/emergency has ended	Verbal Command over PA system	Incident Commander

# OCS CODE BLACK – LOCK DOWN

## SAFE EVACUATION PLAN

The following steps have been set to safely evacuate OCS students, faculty and staff in the case of a Code Black.

**Code Black:** Lock-Down - First Level Response Needed: Crisis activates partial SERT Team (Threat is too dangerous to stay outdoors). Used in one of the following scenarios: **Intruder, Extreme Confrontation)**

**Signal:** Instructions and Code Announced via PA System

### Steps for Safe Evacuation:

During a Code Black the following safety steps will take effect.

**Step 1:** Incident Commander will make PA Announcement – Repeated 3 times.

**Step 2:** Safety Officer will ensure that 911 is called for immediate assistance, and send text alert to the community letting them know of the lockdown.

**Step 3:** All Faculty, Students, Visitors, and Staff will move to the **nearest securable location. ALL DOORS AND WINDOWS MUST BE LOCKED**

**All Faculty members lock their classroom doors and windows, and draw black-out curtains.**

**Remain locked indoors and away from windows and doors** until further directions are received. SAR team will ensure all areas are locked and no persons remain outdoors, will call “all clear” over the radio, and then immediately enter their secured location.

**Step 4:** Once the situation is under control, Incident Commander will announce release of Lock-down via PA system. Daily activity will resume as usual.

**Step 5:** Public Information Officer will release a statement that clarifies the details of the situation and final result of crisis.

# OCS CODE BLUE – EXTREME LOCK DOWN

## SAFE EVACUATION PLAN

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Blue.

**Code Blue:** Lock-Down - Crisis that does NOT activate the SERT (threat is too dangerous to go outdoors) Used in one of the scenarios: Shots fired, Gunman on Campus, Hostage Situation.

**Signal:** Instructions and Code Announced via PA System.

### Steps for Safe Evacuation:

During a Code Blue the following safety steps will take effect.

**Step 1:** Incident Commander will announce instructions and CODE BLUE via PA System

**Step 2:** Safety Officer will ensure that 911 is called for immediate assistance, and the Communications Officer will send text alert to the community letting them know of the lockdown.

**Step 3:** All Faculty, Students, Visitors and Staff move indoors to the nearest securable location. ALL DOORS AND WINDOWS MUST BE LOCKED – SEE ASSIGNMENTS BELOW\*

**All Faculty members lock their classroom doors and windows, and draw black-out curtains**

All persons will then drop to the floor in their secured area. Remain locked indoors and away from windows and doors until further directions are received.

**Step 4:** Once the situation is under control; Incident Commander will announce release of Lock-down. Daily activity will resume as usual.

**Step 5:** Public Information Officer will release a statement that clarifies the details of the situation and final result of crisis.

# OCS CODE RED – IMMEDIATE EVACUATION

## SAFE EVACUATION PLAN

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Red.

**Code Red:** Evacuate – First and Second Level Response Needed: Crisis that activates the SERT Team (Threat is too dangerous to stay indoors) Unsafe building conditions. Used in one of the scenarios: Fire, Structural Collapse, Poisonous Contaminant.

**Signal:** Fire Alarm

### Steps for Safe Evacuation:

During a Code Red the following safety steps will take effect.

**Step 1:** Fire Alarm will be activated indicating a fire in the building

**Step 2:** Safety Officer will ensure 911 is called for immediate assistance, and the Communications Officer will send text alert to the community letting them know of the evacuation.

**Step 3:** SERT team is activated: Members will move into assigned positions

- A. Gate Teams will move into position
  1. First Responders Gate Team (Main Gate leading to the “Egg”)
  2. Reunion Gate Team (Kinder and Middle School Gates)
- B. Classroom teacher and assistants will escort all students immediately to their designated areas and will account for each student. Once all students have been accounted for, faculty and students will wait together until instructed by Incident Commander.  
\*see evacuation map for designated areas\*
- C. Search & Rescue Team:
  1. Plans and executes a search & rescue of school premises according to assigned locations. (see SERT-SAR assignments on Page 1)
  2. Gather SAR supplies from Nurses Station and meet at front office lobby area, or outside the front office if the building is unsafe.
  3. Works with IC to determine who is missing, and last place they were seen.
  4. All classrooms will be rechecked (if possible and safe).

5. Communicates with Incident Command, 2<sup>nd</sup> in command, and First-Aid team to address search progress and first aid emergencies.

D. First Aid Team:

1. Gather first aid supplies and student health cards, and set up stations (Backpacks and Tarps)
2. Set up stations (trauma station and recovery station) in front of the outdoor stage
3. Retrieval team member will communicate with IC to determine who needs first aid assistance, and who needs to be transported to the first aid station.
4. Triage team member will assess & prioritize treatment
5. Administer aid and document who and what aid was received.  
Communicate with first responders (EMT) for further steps needed.

**Step 4:** Once the situation is under control; Incident Commander will announce further instructions if necessary.

1. If IC calls a directed evacuation which requires students, faculty, staff, and visitors to move to a location that is at least 300 feet away from the building.
  - a. Faculty and staff will escort students and visitors to **Glen Alla Park: 4601 Alla Rd, Marina Del Rey, CA 90292**

**Step 5:** Public Information Officer will release a statement via email and text:

1. This will give details of the situation that occurred and its final result.
2. Indicate location and time of student release
3. Instruct parents and guardians on the procedures to pick up students
  - a. Parent/guardian documentation needed at pick up time

**Step 6:** Once Authorities, First Responders and Incident Commander have determined it is safe and secure, students will be released to parents and guardians as usual unless otherwise indicated by public statement release.

## **OCS CODE YELLOW - CRISIS** **SAFE EVACUATION PLAN**

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Yellow.

**Code Yellow:** Crisis requiring the school to remain in doors. All Faculty, Students, Staff and Visitors are invited into the school. Used in one of the scenarios: **Earthquake, airborne contaminant, Wildfire.** First and Second level SERT team response activated when safe.

**Signal:** **Verbal Command** and Code announced via PA System

### **Steps for Safe Evacuation:**

During a Code Yellow the following safety steps will take effect.

**Step 1:** Incident Commander will announce code and give a verbal command via PA system.

**Step 2:** Safety Officer will ensure that 911 is called for immediate assistance and the Communications Officer will send text alert sent to the community alerting them of the situation.

### **Step 3:**

A. In case of an **earthquake**, all Students, Faculty, Staff and Visitors will **drop and cover until the shaking has stopped.** Steps 4-7 will then take effect.

B. In case of an **airborne contaminant**, all students, staff, faculty, and visitors will **remain indoors** until IC states it is safe to continue to steps 4-7.

C. In case of a **Wildfire**, all students, staff, faculty, and visitors will **remain indoors** unless IC calls for an **evacuation**, which will cause steps 4-7 to take effect.

**Step 4:** SERT team is activated: Members will move into assigned positions

E. Gate Teams will move into position

1. First Responders Gate Team (Main Gate leading to the "Egg")
2. Reunion Gate Team (Kinder and Middle School Gates)

F. Classroom teacher and assistants will escort all students immediately to their designated areas and will account for each student. Once all students have been accounted for faculty and students will wait together until instructed by Incident Commander.

\*see evacuation map for designated areas\*

G. Search & Rescue Team:

1. Plans and executes a search & rescue of school premises according to assigned locations. (see SERT-SAR assignments on Page 1)
2. Gather SAR supplies from Nurses Station and meet at front office lobby area
3. Works with IC to determine who is missing, and last place they were seen.
4. All classrooms will be rechecked (if possible and safe).
5. Communicates with Incident Command, 2<sup>nd</sup> in command, and First-Aid team to address search progress and first aid emergencies.

H. First Aid Team:

1. Gather first aid supplies and student health cards, and set up stations (Backpacks and Tarps)
2. Set up stations (trauma station and recovery station) in front of the outdoor stage
3. Retrieval team member will communicate with IC to determine who needs first aid assistance, and who needs to be transported to the first aid station.
4. Triage team member will assess & prioritize treatment
5. Administer aid and document who and what aid was received.  
Communicate with first responders (EMT) for further steps needed.

**Step 5:** Once the situation is under control; Incident Commander will announce further instructions if necessary.

2. If IC calls a directed evacuation which requires students, faculty, staff, and visitors to move to a location that is at least 300 feet away from the building.
  - a. Faculty and staff will escort students and visitors to **Glen Alla Park: 4601 Alla Rd, Marina Del Rey, CA 90292**

**Step 6:** Public Information Officer will release a statement via email and text:

4. This will give details of the situation that occurred and its final result.
5. Indicate location and time of student release
6. Instruct parents and guardians on the procedures to pick up students
  - a. Parent/guardian documentation needed at pick up time

**Step 7:** Once Authorities, First Responders and Incident Commander have determined it is safe and secure, students will be released to parents and guardians as usual unless otherwise indicated by public statement release.



## SCHOOL EMERGENCY RESPONSE TEAM (SERT) OVERVIEW

<b>Function</b>	<b>Responsibility</b>
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE/ADMINISTRATION	Provides financial accounting and cost control at incident site



### OCS RESPONSIBILITY MATRIX

<b>POSITION</b>	<b>ACTION REQUIRED</b>	<b>RESPONSIBLE STAFF</b>	<b>LOCATION DURING DRILL</b>	<b>COMMENT(S)</b>
<b>Incident Commander</b>	Direct and coordinate all emergency operations	Stephanie Edwards	Dependent upon type of drill	Bring walkie
<b>Planning and Intelligence Public Information Officer</b>	Efficiently gather information and weigh its significance  Coordinate communications with external agencies; update evacuation status to Operations Coordinator	Debbie Tripp	Dependent upon type of drill	Actively assess the status of the emergency at all times; bring walkie
<b>Operations</b>	Coordinate all tactics of the emergency response: first aid, crisis intervention, search and rescue, evacuations, and release of students to parents	Stephanie Edwards Kristy Mack-Fett	Dependent upon type of drill	Requires problem-solving in a non-structured environment
<b>Logistics</b>	Support emergency operations by providing supplies, resources, equipment, and services; shut off water and gas valves, as needed	Angela Baas-Rodriguez Jasmine Lavender	Dependent upon type of drill	SAR items in Nurse Station
<b>First Aid</b>	Ensure that all first aid supplies are up-to-date, and properly administered	Angela Baas-Rodriguez Debbie Tripp Maryangee Cano Taci Borges	In front of outdoor stage	Supplies in Nurse Station, Set up for triage protocol, communicate with SAR to see if patient retrieval is needed
<b>Psychological Crisis</b>	Provide psychological first aid, pursuant to our Crisis Intervention Handbook	LAUSD SPED Team	Dependent upon type of drill	Reassure traumatized students and staff
<b>Kinder Gate Team</b>	Meet gaurdians at the Kinder Gate and escort students to the guardian	Tomoko Seo	Kinder Gate	Bring Emergency Contact Info
<b>Middle School Gate Team</b>	Receive guardians and reunite them with their children at the Middle School Gate	Jasmine Lavender	Middle School Gate	Bring Emergency Contact Info
<b>Search and Rescue Team</b>	Perform search and rescue operations during an emergency	Cesar and Abel Rodriguez, Daniel Wentling, and Tomoko Seo	Follow Search / Rescue Route	Obtain SAR bags from Nurse Station, communicate with First Aid if help is needed

## Emergency Backpacks

-Please inform the office when supplies are running low and need to be replenished.

**-Please do not use this emergency backpack to store other items.  
Additional travel bags for non-listed items are available upon request.**

### Large Top Pocket:

- Flashlight and Batteries
- Masks
- Disinfecting Wipes
- Bandages
- Gauze and Tape
- First Aid Kit

### Small front Pocket:

- Whistle
- Hand sanitizer

## Emergency Buckets

### Buckets with Toilet Seats:

- 5 Trash Bags
- 1 Roll of Toilet Paper
- 1 Tarp
- 5 Pairs of Latex-Free Medical Gloves
- Hand Sanitizer
- 1 Roll of Duct Tape
- Deodorizing powder
- Absorbing powder

Instructions:

-Remove contents from the bucket.

-Place two trash bags into the bucket and place the seat on top to hold the bags in place

-Tape the tarp to a high point on the wall, draping it down at an angle, and tape the bottom of the tarp to the floor to form a privacy screen.

-Empty the packet of toilet deodorizing powder into the trash bag in the bucket.

-When lock down is complete, put on latex gloves, tie up the used trash bag, then tie the protective outer trash bag, and discard into the dumpster.

# Ocean Charter School

## Emergency/Disaster Information and Preparedness

Dear Parents and Guardians,

Ocean Charter School has a complete emergency plan in place to ensure the safety of all individuals on campus in the event of a major disaster such as an earthquake or other threat to the school. In the event of a crisis, students will be held on campus as long as circumstances allow. If the school site is unsafe, students will walk to **Glen Allam Park at 4601 Allam Rd, Marina Del Rey, CA 90292**. Students will only be released to their parents or a designated adult on their emergency contact list.

Sometimes an emergency or disaster can impact transportation, and parents may not be able to arrive at the school for a long period of time. Therefore, we ask parents to supply each child with an emergency kit at the beginning of the school year.

### **Student Emergency Kit**

-Place all items in a one-gallon storage bag, and **label the bag with the student's name and teacher's name**

-Emergency blanket (such as a [survival blanket](#))

-2 prepackaged snacks with a shelf life of one year+ (such as [CLIF bars](#))

-4oz collapsible cup (to hold school-stored emergency water: [stainless steel option](#), [silicone option](#), etc)

-Underwear

-Socks

-Name and phone number of an OUT OF STATE contact (please make sure the contact is aware of the school receiving their information)

## **2022-2023 Scheduled Emergency Drills**

9/16/22 – Fire Drill

10/14/22 – Earthquake Drill

11/9/22 – Lockdown Drill

12/1/22 – Fire Drill

1/25/23 – Earthquake Drill

2/9/23 – Lockdown Drill

3/23/23 – Earthquake Drill

4/20/23 – Fire Drill

5/31/23 – Lockdown Drill

### Fire Extinguisher Inventory and Logistics

Location:	Serial Number:	Building:	Expiration Date:
Front Office Hall	G08952272	Admin East	6/29/23
Library Hall	G08952279	Admin East	6/29/23
Kitchen - North	G08952286	Admin East	6/29/23
Kitchen - South	G08952293	Admin East	6/29/23
Library - East	G08952259	Admin East	6/29/23
Library - West	G08952307	Admin East	6/29/23
HR Hall	G08952289	Admin East	6/29/23
Community Room	G08952294	Admin West	6/29/23
Textbook Room Hall	G08952287	Admin West	6/29/23
Gym - North East	G08952270	MPR	6/29/23
Gym - North West	G08952246	MPR	6/29/23
Gym - South West	G08952264	MPR	6/29/23
Gym - South East	G08952301	MPR	6/29/23
Room 129	G08952271	Downstairs Classroom	6/29/23
Room 128	G08952260	Downstairs Classroom	6/29/23
Room 127	G08952261	Downstairs Classroom	6/29/23
Room 125	G08952284	Downstairs Classroom	6/29/23
Room 124	G08952291	Downstairs Classroom	6/29/23
Room 114	F97132079	Downstairs Classroom	6/29/23
Room 113	G08952285	Downstairs Classroom	6/29/23
Room 222	F75715879	Upstairs Classroom	6/29/23
Room 101	G08952292	Downstairs Classroom	6/29/23
Room 103	G08952255	Downstairs Classroom	6/29/23
Room 104	G08952276	Downstairs Classroom	6/29/23
Room 106	G08952269	Downstairs Classroom	6/29/23
Room 109	G08952275	Downstairs Classroom	6/29/23
Room 110	G08952247	Downstairs Classroom	6/29/23
Room 111	G08952263	Downstairs Classroom	6/29/23
Room 112	F97132078	Downstairs Classroom	6/29/23
Parking Garage Stair	G08952283	Garage	6/29/23
Parking Garage Space	G08952296	Garage	6/29/23
Parking Garage Stair 1	G08952288	Garage	6/29/23
Room 221	G08952282	Upstairs Classroom	6/29/23
Room 220	G08952277	Upstairs Classroom	6/29/23
Room 219	G08952278	Upstairs Classroom	6/29/23
Room 218	G08952290	Upstairs Classroom	6/29/23
Room 209	G08952267	Upstairs Classroom	6/29/23
Room 208	G08952280	Upstairs Classroom	6/29/23
Room 207	G08952273	Upstairs Classroom	6/29/23
Room 206	G08952295	Upstairs Classroom	6/29/23
Room 205	G08952274	Upstairs Classroom	6/29/23
Room 204	G08952265	Upstairs Classroom	6/29/23
Room 203	G08952262	Upstairs Classroom	6/29/23
Room 201	G08952266	Upstairs Classroom	6/29/23

# Ocean Charter School

## Emergency Preparedness Summary

### 2022-2023

#### 1. Water:

.5 g x 680 people x 3 days (600 students, 40 teachers/assistants, 10 admin, 10 specialty, 20 misc staff/volunteers/visitors/vendors)  
= 1,020 gallons / 55g drum = 19 drums of emergency water

OCS currently has 20 water barrels. The water barrels are stored in the Kinder/1<sup>st</sup> Grade gated alley. These barrels will need to be serviced in the summer of 2026.

#### 2. Food:

Enough for each person to have 2400 calories each day for 3 days (7200 total per person). 3600 calorie bars, 2 per person, for 680 people = 1360 bars

OCS has 68 cases (cases of 20) of emergency food. The emergency food is stored in the underground parking garage. This emergency food will expire: April 2026

#### 3. First Aid Supplies:

First Aid kits are available in emergency backpacks, the nurse station, room 101 (aftercare), and the room 209 (aftercare). Each kit contains:

- Assorted Band-Aids

55 gal emergency  
water barrels

UNDERGROUND PARKING GARAGE

Elevator				Executive Director 13	Seashell Kinder 14	Seastar Kinder 16	lex 1 18	1st Grade 20	2nd Grade 22	3rd Grade 24	4th Grade 26	5th Grade 28		Math 31	6th Grade 32			
Stairs	Handicap 10	Handicap 11	Handicap 12		Seahorse Kinder 15	Sea Otter Kinder 17	lex 2 19	1st Grade 21	2nd Grade 23	3rd Grade 25	4th Grade 27	5th Grade 29	D DIS 30		6th Grade 33			
				6	4	2		Elective 4 55	Elective 2 53	Assistant 5 31	Assistant 3 49	Assistant 1 47	intervention 45	James 43	handwork 41	Japanese 39	8th Grade 37	7th Grade 35
Fuel Efficient vehicle 9	Fuel Efficient vehicle 8	Fuel Efficient vehicle 7	Carpool /arpool 5	Carpool /arpool 3	Carpool /arpool 1		Elective 3 54	Elective 1 52	Assistant 4 30	Assistant 2 48	Woodwork 46	intervention 44	James 42	handwork 40	Japanese 38	8th Grade 36	7th Grade 34	Stairs

Emergency food and  
emergency supply  
backstock

# Ocean Charter School CARE Team Instructions and Protocols

**Objective:** When a person notices or becomes aware of a student/parent/caregiver experiencing a challenge, the following steps will take place to ensure OCS provides all help and resources that are available.

- **Step One: done by anyone**

Teacher/Staff/Parent/Caregiver/Anyone (or anonymously) notifies a CARE Team admin member of the student and/or family that is facing a challenge by filling out and submitting the online form below.

[CARE Team Outreach Request Form](#)

**\*Steps 2-4 must be documented on Case Management File sheet\***

- **Step Two: done by admin member**

Admin member will:

1. Create a case in the Case Management file based on the request form.
2. Assign a CARE Team Outreach member to the student/family based on the type of assistance they need.
3. Provide the outreach member with information from the outreach form (and fill in as much missing information as possible).
4. If the person who alerted the admin member is not the student's main teacher, and the teacher has not been notified, the admin member will notify the teacher of the case.

- **Step Three: done by outreach member**

Outreach member will:

1. Make a plan to assist the student/family, and reach out to them via email, text, and/or phone. Have a solution in mind if possible.
2. If more help is/may be needed after the initial outreach, schedule a follow-up during the initial call/text/email. Make a calendar invite for the scheduled follow-up and send it to the parent. Continue this process until all possible solutions are met.



3. If no additional help is needed, schedule a quick check-in for the following week to confirm case closure. No calendar invite needed.
4. Ensure all information from steps 1-4 above are well documented and tracked in the Case Management File.

**At any time, a CARE team member, outreach or admin, should reach out to Stephanie/Kristy with questions/for support/for guidance, especially if the case is more complicated.**

- **Final Step: done by ED**  
Executive Director will observe the case file and confirm case closure, or assign follow-up as they see fit, and initial the case file.

## Section 32282 - Discrimination, Harassment, and Hate Crime Procedures

### **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Ocean Charter School ("OCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. OCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom OCS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. OCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. OCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:**

Angela Baas-Rodriguez  
12870 Panama St. Los Angeles, CA 90066  
(310) 827-5511  
msangela @oceancs.org

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by OCS.

OCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually

- suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student<sup>1</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by OCS.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

---

<sup>1</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in OCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that OCS investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

OCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

OCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

OCS informs Charter School employees, students, and parents/guardians of OCS's policies regarding the use of technology in and out of the classroom. OCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

OCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. OCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at OCS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

OCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

OCS informs OCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

OCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other OCS employees who have regular interaction with students.

OCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends

- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by OCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

OCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for OCS’s students.

### **Hate Crimes:**

A hate crime is a crime against a person, group, or property motivated by the victim's real or perceived protected social group. You may be the victim of a hate crime if you have been targeted because of your actual or perceived: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, and (7) association with a person or group with one or more of these actual or perceived characteristics. Hate crimes are serious crimes that may result in imprisonment or jail time.

A hate incident is an action or behavior motivated by hate but which, for one or more reasons, is not a crime. Examples of hate incidents include:

- Name-calling
- Insults
- Displaying hate material on your own property.
- Posting hate material that does not result in property damage.
- Distribution of materials with hate messages in public places.

The U.S. Constitution allows hate speech as long as it does not interfere with the civil rights of others. While these acts are certainly hurtful, they do not rise to the level of criminal violations and thus may not be prosecuted. However, it is important to note that these incidents have a traumatic impact on the victims as well as on the community at large. Hates crimes should be reported as written below:

### **Grievance Procedures**

#### **1. Scope of Grievance Procedures**

OCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying

against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the OCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, OCS will utilize the following grievance procedures in addition to its UCP when applicable.

## **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Angela Baas-Rodriguez  
12870 Panama St. Los Angeles, CA 90066  
(310) 827-5511  
msangela @oceancs.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. OCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.



Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, an Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

OCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

OCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to OCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or OCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus

escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. OCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of OCS to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of OCS, the Coordinator (or designee) will promptly initiate an investigation. A third-party investigator may be retained to conduct the investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator (or designee) will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
    - A statement that OCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - OCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with OCS's policies.
  - OCS may remove a respondent from OCS's education program or activity on an emergency basis, in accordance with OCS's policies, provided that OCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual

arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, OCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If OCS offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - OCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker(s) will not be the same person(s) as the Coordinator or the investigator. OCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, OCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in OCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable OCS policy.
  - OCS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at OCS; or
    - The specific circumstances prevent OCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, OCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The decision-maker(s) will not be the same person(s) as the Coordinator, the investigator or the decision-maker(s) for the appeal.
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - OCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of OCS's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from OCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by OCS in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find OCS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of OCS's decision or resolution, submit a written appeal to the Chair of the OCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and OCS will implement appeal procedures equally for both parties.
- Within five (5) business days of OCS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from OCS's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- OCS will notify the other party in writing when an appeal is filed.
- The decision-maker(s) for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) and provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

OCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

## Title IX, Harassment, Intimidation, Discrimination Hate Crime, & Bullying Report Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

---

---

---

---

**I hereby authorize OCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including suspension and/or expulsion or termination of employment.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## Section 32282 – Dress Code

### Dress Code Guidelines

The goal of the dress code is to uphold OCS' three commitment. We are committed to:

1. **Waldorf principles (including media-free and physically engaged learning) with the intention to protect and preserve childhood,**
2. **Reducing the effects of peer pressure, and**
3. **Decreasing the impact of socio-economic stratification within the school community.**

#### **GUIDELINE 1: Clothes Meant for Movement**

Students should dress appropriately for their active day at Ocean Charter School. Students shall wear clothing that is simple, functional, and that easily allows for movement, staying on the student's body without the student's attention. No crop-tops or exposed bellies as it tends to impede vigorous physical movement. Footwear must be worn at all times and be safe for physical activity. Backless footwear (such as flip flops) are prohibited. Students will be outdoors in all weather. On rainy days, children are required to wear a rain jacket with a hood and rain boots.

#### **GUIDELINE 2: Media, Writing & Logo Free Clothes**

Based on our commitment to reducing the effects of peer pressure and decreasing the impact of socio-economic stratification within the school community, students shall wear clothing and footwear free of advertising, slogans, commercial logos (logos smaller than the size of a quarter are permitted), characters, political statements, images, or writing of any kind. In addition, with a respect for child-led imagination and Waldorf principles in mind, clothing is intended to be simple and not impose ideas of imagery or concepts on students, so that teachers and the curriculum can introduce those as developmentally appropriate and through a Waldorf aesthetic. Patterns that do not constitute a logo are allowed, such as stripes, plaids, and florals, as well as footwear with minimal branding. Clothing with the official Ocean Charter School logo or from Ocean Charter School sponsored activities is permitted.

#### **GUIDELINE 3: Simple Accessories**

Jewelry shall be limited to accessories that do not restrict the student's ability to engage in play or participate in class activities. Students should not wear jewelry that poses a safety risk to the student or others. Watches or other devices should be limited to those that do not make noise and are not connected to the internet. School accessories, such as backpacks, lunch boxes, and bedding (for kindergarteners), should be free of logos and images. Hats should not be worn indoors unless there's a previously agreed upon accommodation. **Students are required to keep their hair only in natural-occurring colors.**

While these guidelines may not cover all situations, in order to support Ocean Charter School's above stated commitments, **we strongly encourage families to assist their student(s) in following these three simple guidelines** and faculty or administration may address any items or situations that do not uphold the three commitments. If a student does not comply with the guidelines set forth in this policy, keeping in mind age-appropriate application and understanding of the school's pedagogical approach, the student may be asked to change or alter clothing to meet compliance (i.e. turn t-shirt inside out or change into school-provided clothing) and/or may have a disciplinary consequence. For any items/situations not specifically mentioned, OCS will address them if they do not uphold our dress code guidelines.

## Section 32282 – Safe entry and exit from school site

### **Campus Access & Parking**

#### **Campus Parking**

- Parking in campus garage is reserved for faculty and staff only.
- We have an agreement with the neighbors that the OCS community will not park on Panama Street
- Street parking is available on adjacent neighboring streets.
- Arriving early and parking on the street in the surrounding neighborhood will be essential if you plan to walk your child onto campus. If you prefer to drop your child off, please see drop off procedures to follow.

#### **Campus Access**

During the school day, the Front Office door will be the only access point. Visitors during the school day must sign in at the front office and comply with current Covid-19 safety precautions.

### **Student Drop Off & Pick Up**

#### **Campus Drop-off**

*TK/Kindergarten student valet* drop-off will begin at 8:00am in the Drop-off Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars; staff members will help students exit the vehicle. Please move as far as possible in the valet line without leaving gaps to ensure safety and timeliness for all. Staff members will assist your child at the entrance gate.

*First-Third grade student valet* drop-off will begin at 7:30am in the Drop-off Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars and staff members will help students exit the vehicle. Please move as far as possible in the valet line without leaving gaps to ensure safety and timeliness for all. Staff members will assist your child at the entrance gate.

*Fourth- Eighth grade student valet* drop-off will begin at 7:45am in the Drop-off Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars and staff members will help students exit the vehicle. Please move as far as possible in the valet line without leaving gaps to ensure safety and timeliness for all. Staff members will assist your child at the entrance gate.

#### **Campus Pick-up**



***TK/Kindergarten student valet pick-up*** will begin at **2:00pm (12pm on early dismissal days)** in the Pick-up Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars; staff members will help students enter the vehicle from the sidewalk side to ensure student safety. Please place the placard with your child's name and teacher's name on your review mirror to ensure staff members radio the teacher to send the student to the valet for pick-up. Please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

***First, second, and third grade student valet pick-up*** will begin at **2:35pm (12:10pm on early dismissal days)** in the Pick-up Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars and staff members will help students enter the vehicle from the sidewalk side to ensure student safety. Please place the placard with your child's name and teacher's name on your review mirror to ensure staff members radio the teacher to send the student to the valet for pick-up. Please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

***Fourth grades student valet pick-up*** will begin at **3:15pm (12:35pm on early dismissal days)** at our designated secondary pick-up Zone on Little Culver. Parents, guardians, and caregivers are to remain in their cars and staff members will help students enter the vehicle from the sidewalk side to ensure student safety. Please place the placard with your child's name and teacher's name on your review mirror. Please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

***Fifth, sixth, seventh, and eighth grade student pick-up*** begins at **3:15pm (12:25pm on early dismissal days)**. Many sixth, seventh, and eighth grade students are not picked up in the valet because they walk, ride bikes, or meet their parents at Alla Park, although they may use the valet pick-up. Students will be dismissed at dismissal time and released to meet their parents/guardians at their predetermined meeting location. If you do use the valet, please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

## **Ocean Charter School Neighborhood Street Safety and Traffic Agreement**

Community safety is Ocean Charter School's first priority. Our community is made up of students, parents, faculty & staff, visitors and residents of the neighborhoods surrounding our campus. Together, we must work daily to ensure that our neighborhoods and the roadways we share are safe and functional for all community members. We also encourage our community to choose carpooling and bike riding / walking / rolling to campus as part of our sustainability commitment. With this in mind, Ocean Charter School's parents, guardians, and caregivers must read and comply with this neighborhood street safety and traffic agreement. The information below outlines OCS's campus access, drop-off & pick-up procedures and parking requirements for our school and best practices regarding neighborhood street safety and traffic in the surrounding neighborhoods.

- I will obey all traffic laws, including observing the speed limit within a school zone, which is 25 mph, and I will stop at all stop signs and crosswalks. I agree not to complete a U-turn anywhere on Panama Street.

- I agree not to get out of my car while in the drop-off zone and disrupt the flow of traffic.
- I agree to have my child(ren) enter/exit the car on the sidewalk side of the car to ensure their safety.
- A designated student drop-off and pick-up curb-cut is located in front of the campus. The curb-cut is clearly marked. Provided cars pull up as far as possible to the front of the curb-cut, traffic will keep moving smoothly during the busiest times on campus. I will utilize the designated drop-off and pick-up curb-cut whenever possible.
- I will not block traffic on the street or in the designated traffic lanes. Doing so disrupts the flow of traffic and creates hazardous conditions.
- Traffic safety monitors are on duty during regular drop-off and pick-up hours. (These staff members can be identified by their bright reflective vests.) I will follow the directions provided by the traffic safety monitors at all times.
- When I am walking to campus, I will use designated crosswalks, wait for the appropriate crossing signal and will observe all pedestrian crossing laws.
- Public transportation and carpools reduce traffic and potentially hazardous conditions on the streets surrounding our school. I will utilize each whenever possible.
- Parking on campus is available for faculty and staff only. For these reasons, I will utilize street parking near the school, adjacent to Panama Street whenever I need to walk on to campus during the school day. I understand that OCS has an agreement with the neighbors not to park on Panama Street. If parking, I agree to observe all parking restrictions and any Los Angeles City parking regulations at all times.
- I will choose carpooling, bike riding, and rolling / walking to campus whenever possible as a commitment to sustainability.
- I have read Ocean Charter School's neighborhood street safety and traffic agreement. I will uphold all portions of this agreement and actively work to ensure the safety of students and community members when I am on or near the school campuses.

## Section 32282 – Ensuring a Safe and Orderly Learning Environment

### **Civility Policy**

Ocean Charter School community members will treat one another with respect and expect the same in return. Any individual who disrupts school operations, uses obscenities or uses loud or offensive language will be reminded to communicate civilly. This policy promotes mutual respect, civility and orderly conduct among school employees, parents, and the public. This policy is

intended to maintain as much as possible a safe, harassment-free workplace for our students and staff. Anyone who is unable to comply with this policy will be directed to leave the school premises.

## **School Climate and Student Discipline System**

Ocean Charter School's positive student discipline philosophy is designed to ensure our commitment to providing all students with a rigorous and arts integrated public Waldorf educational program. The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. The entire community of students, parents, teachers, and staff work together to cultivate a safe and positive school environment where all students can thrive. OCS seeks to create a culture of positive discipline that includes high expectations for student behavior. The expectations for student behavior are outlined in the Student Code of Conduct.

### **Student Code of Conduct Rights and Responsibilities**

#### **Student Rights**

Ocean Charter School students have the right to:

- Be treated with compassion.
- Be themselves; no one will treat them unfairly because they are different.
- Be safe; no one will physically or verbally abuse them.
- Hear and be heard; no one interrupts when it is time to listen or concentrate.
- To learn; no one will distract or undermine the objectives of the teacher.

#### **Student Responsibilities**

Ocean Charter School students are expected to:

- Demonstrate respect for and cooperate with all adults at school.
- Be in class on time and prepared to do work.
- Treat classmates and schoolmates with respect, both in the classroom and on the playground.
- Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- Follow all school rules and behavior codes, including no fighting, threatening, or bullying.
- Accept responsibility and the consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Treat our school environment with respect.

- Participate in classroom activities. The expectations for parent behavior are outlined in the Parent Code of Conduct.

## **Parent Code of Conduct - Family Responsibilities**

Ocean Charter School parents/guardians are expected to:

- Take responsibility for the behavior of their child as determined by law, community practice, and school expectations.
- Participate in and support school activities.
- Teach their child to be respectful of others and reinforce school expectations.
- Model positive, respectful, and appropriate Charter School behavior.
- Teach their child that behavior has consequences.
- Discuss feedback on progress with their child.
- Communicate and share information and insights with their child's teacher.
- Work courteously and cooperatively with the Charter School to assist their child in meeting the academic and behavioral expectations of the school.
- Respectfully express their concerns

## **School-wide Positive Behavior Support**

School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground. This system involves setting clear behavioral expectations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K, grades 1-2, grade 3, grades 4-5, and 6-8 are in place. Teachers within each grade loop are empowered to develop and adjust systems for the grade loop in response to student need. Key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior. Upon enrollment and at the beginning of each school year, OCS families will receive a copy of the Parent/Student Handbook, including the Charter School's discipline policy.

## Tiered Behavior Intervention

Rudolf Steiner, creator and founder of the first Waldorf School in Stuttgart trained the teachers about imparting discipline, amongst other topics through a series of lectures and quotes. Steiner strongly emphasized the importance of the habit life and the need for the teacher to provide a healthy rhythm and routine in the classroom.

“You cannot have the proper effect upon the child’s will when you tell the child just once what is right, but only when you allow the child to do something today, tomorrow and the next day. The proper action does not at all lie in reprimanding the child or giving the child rules of morality, but in guiding the child to something that you believe will awaken a feeling for what is right and allowing the child to repeat this. You must raise such deeds to habit. The more things remain as unconscious habit, the better it is for the development of feeling. The more the child becomes aware of the need to do deeds out of devotion to repetition, because they should and must be done, the more you elevate these to true will impulses.” – Rudolf Steiner

### Tier I – Preventative Discipline

OCS supports a tiered behavior intervention that begins with the relationship between the teacher and his/her class. The relationship the teacher develops with the students is crucial because it is ideally a multiple year journey they embark on together. Their course will be much smoother if the student has developed an inner feeling for the teacher’s loving authority. All preventive discipline is centered around this relationship and the relationship of the student to his/her classmates and ultimately to himself/herself. The importance of the teacher’s loving authority is paramount.

#### OCS Teachers:

- Model appropriate behavior
- Serve as “Loving Authority” figures
- Create a relationship with the students and strive to become worthy of emulation
- Are the primary “ego” presence of the class
- Create a daily, weekly, and seasonal rhythm and routine
- Create developmentally age appropriate songs, clapping games, verses, poems, or play the recorder or chimes to assist students with transitions, and moving from one activity to another
- Communicate non-verbally as much as possible when a student is becoming restless (e.g. a tap on their desk, or a hand signal for silence)
- Model effective teaching
- Practice “looping” (ideally remain with the same class for multiple years)
- Establish a healthy relationship with each individual student
- Set clear and definitive boundaries with regard to activities in the class
- Ensure students are well aware of what is expected of them
- Give clear and concise direction to students at all times during the day
- Ensure boundaries are consistently followed at all times

- Instill a culture of discipline
- Expect students to follow the Student Code of Conduct
- Strive to find fairness in all direction and boundaries as well as in the enforcement of consequences
- Regularly practice the art of Council, an LAUSD best practice for fostering classroom cultures where students connect meaningfully with peers and adults. Council practice supports students in all groups because it's very focus on building each students' ability to speak and listen from the heart and to solve problems non-violently and proactively
- Work collaboratively as a team with parents, colleagues, and administration

## **Tier II - Responsive Discipline**

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:

- ☑ Conflict resolution
- Making a card/picture as a way of recognizing and, if sincere, apologizing for what they have done
- Peer mediation
- Taking a "break"
- Warning(s)
- "Visiting" another classroom
- Completing a Self-Reflection sheet
- Office referral
- Discipline Incident report completed and parent informed
- Parent conference
- SST referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

## **Tier III - Intensive Discipline**

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:

- Parent/student conference

- SST meeting(s)
- Referral to OCS counselor
- Daily Behavior Intervention contract
- Daily check-in with administrator
- “Visiting” another classroom for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training
- Additionally the following responses can be considered:
- In-school suspension
- Out-of-school suspension
- Expulsion

Section 32232 - Tactical Responses to Criminal Incidents After Hours and  
at Special Functions

OCS After Hours  
SAFE EVACUATION PLAN & SERT ROLES

**School Location Code:** 5962

**Phone:** 310-827-5511

1<sup>st</sup> Level:

**Incident Commander:**

Stephanie Edwards

Employee #: 10009986

Phone: 949-370-1870

**Safety Officer (2<sup>nd</sup> in Command):**

Kristy Mack-Fett

Phone: 323-449-5612

**Public Information Officer:**

Debbie Tripp

**Search and Rescue:**

At least two adults should search their area for individuals in need of help.

The adult with the most campus access should do a campus sweep.

2<sup>nd</sup> Level:

**First Aid/Medical Team:**

Search and Rescue Team (patient retrieval)

At least two individuals trained in First Aid / CPR should help with triage

The individual with the highest medical certification or training should assist with first aid and patient transfer to first responder

**Psychological First Aid/Crisis Team:**

Any individuals with SPED or counseling certification should offer mental health assistance

**First Responder Gate Team:**

The caller of the first responders should meet them at the rolling gate near the front office  
Prepare to guide the first responders to any individuals in need of urgent care

**Reunion Gate Team:**

Members of the Search and Rescue team should transition to ensuring safe exit of individuals  
At least one person stays behind with first responders to ensure all individuals have been safely transported. Prepare to supply report of event to the IC, SO, and PIO.

**Emergency Preparedness Team:**

Angela Baas-Rodriguez  
Jasmine Lavender

**OCS FACULTY & STAFF CONTACT INFORMATION**  
**EMERGENCY SIGNALS**

STATUS	DESCRIPTION	SIGNAL	WHO
Lock-Down: First Level Response Needed CODE BLACK	Crisis that does activate the SERT Team Example: 3. Intruder 4. Extreme Confrontation	Code Announced via PA System	*Incident Commander, *Safety Officer, *Public Information Officer *Members of SERT
Lock-Down: First Level Response Needed CODE BLUE	Crisis that does NOT activate the SERT (threat is too dangerous) Used in one of the following scenarios: 4. Shots fired	Code Announced via PA System	*Incident Commander, *Safety Officer, *Public Information Officer



	5. Gunman on campus 6. Hostage Situation		
Evacuate: Second Level Response Needed  CODE RED	Crisis that activate the SERT Team (threat is too dangerous to stay indoors) Unsafe building conditions Examples: 4. Fire 5. Structural collapse 6. Poisonous contaminant	Fire Alarm (Bell) and PS Ayatem	*Incident Commander *Members of SERT
Shelter: Second Level Response Needed  CODE YELLOW	Crisis requiring the school to remain in doors. All faculty, students, and visitors are invited into the school. Examples: 4. Earthquake 5. Airborne contaminant 6. Wild fire	Code Announced via PA System	*Incident Commander *Members of SERT
All Clear	Crisis/emergency has ended	Verbal Command over PA system	Incident Commander

**OCS CODE BLACK – LOCK DOWN**  
**SAFE EVACUATION PLAN**

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Black.

**Code Black:** Lock-Down - First Level Response Needed: Crisis activates partial SERT Team (Threat is too dangerous to stay outdoors). Used in one of the scenarios: **Intruder, Extreme Confrontation)**

**Signal:** Verbal followed by crowd control

### Steps for Safe Evacuation:

During a Code Black the following safety steps will take effect.

**Step 1:** The first witness will alert the others on campus. If possible, make a code PA announcement via phone by dialing 8998 and waiting for the beep

**Step 2:** The first to a phone should call 911 for immediate assistance.

**Step 3:** All Faculty, Students, Visitors, and Staff will move to the nearest securable location. ALL DOORS AND WINDOWS MUST BE LOCKED

**Lock doors and windows if possible, and draw black-out curtains.**

Remain locked indoors and away from windows and doors until first responders arrive. SAR team should ensure all areas are locked and no persons remain outdoors.

**Step 4:** Once the situation is deemed under control by first responders; activities can resume as usual.

**Step 5:** Public Information Officer will collect a report and release a statement that clarifies the details of the situation and final result of crisis.

## **OCS CODE BLUE – EXTREME LOCK DOWN SAFE EVACUATION PLAN**

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Blue.

**Code Blue:** Lock-Down - Crisis that does NOT activate the SERT (threat is too dangerous to go outdoors) Used in one of the scenarios: Shots fired, Gunman on Campus, Hostage Situation.

**Signal:** Verbal

### Steps for Safe Evacuation:

During a Code Blue the following safety steps will take effect.

**Step 1:** The first witness will alert the others on campus. If possible, make a “code blue” PA announcement via phone by dialing 8998 and waiting for the beep

**Step 2:** At least one person with a phone should call 911 for immediate assistance.

**Step 3:** All Faculty, Students, Visitors and Staff move indoors to the nearest securable location. ALL DOORS AND WINDOWS MUST BE LOCKED IF POSSIBLE

**Lock doors and windows if possible, and draw black-out curtains**

All persons will then drop to the floor in their secured area. Remain locked indoors and away from windows and doors until further directions are received.

**Step 4:** Once the situation is deemed under control by first responders; activities can resume as usual, or all will exit campus safely.

**Step 5:** Public Information Officer will collect a report and release a statement that clarifies the details of the situation and final result of crisis.

## **OCS CODE RED – IMMEDIATE EVACUATION SAFE EVACUATION PLAN**

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Red.

**Code Red:** Evacuate – First and Second Level Response Needed: Crisis that activates the SERT Team (Threat is too dangerous to stay in doors) Unsafe building conditions. Used in one of the scenarios: Fire, Structural Collapse, Poisonous Contaminant.

**Signal:** Fire Alarm

### **Steps for Safe Evacuation:**

During a Code Red the following safety steps will take effect.

**Step 1:** Fire Alarm will be activated indicating a fire in the building

**Step 2:** At least one person with a phone should call 911 for immediate assistance.

**Step 3:** SERT team is activated: Members will move into assigned positions

- I. Gate Teams will move into position
  1. First Responders Gate Team (Main Gate leading to the “Egg”)
  2. Reunion Gate Team (Kinder and Middle School Gates)All individuals should evacuate outside to the Egg
- J. Search & Rescue Team:
  1. Plans and executes a search & rescue of school premises
  2. Works with other individuals on campus to determine who is missing, and the last place they were seen.
  3. All areas of the campus should be rechecked (if possible and safe).
  4. Communicates with First-Aid team to address search progress and first aid emergencies.
- K. First Aid Team:
  1. Gather first aid supplies (Backpacks and Buckets)
  2. Set up stations (trauma station and recovery station) in front of the outdoor stage if safe
  3. Retrieval team member will communicate with first aid team to determine who needs first aid assistance, and who needs to be transported to the first aid station.
  4. Triage team member will assess & prioritize patient assistance
  5. 911 caller should document who and what aid was received. Communicate with first responders (EMT) for further steps needed.

**Step 4:** Once the situation is deemed under control by first responders; activities can resume as usual, or all will exit campus safely.

3. If the situation or first responder calls for a directed evacuation, students, faculty, staff, and visitors move to a location that is at least 300 feet away from the building.
  - a. The off campus evacuation area is **Glen Alla Park: 4601 Alla Rd, Marina Del Rey, CA 90292**

**Step 5:** Public Information Officer will collect a report and release a statement that clarifies the details of the situation and final result of crisis.:

**Step 6:** Once Authorities, First Responders and Incident Commander have determined it is safe and secure, students will be released to parents and guardians as usual unless otherwise indicated by public statement release.

# OCS CODE YELLOW - CRISIS

## SAFE EVACUATION PLAN

The following steps have been set to safely evacuate OCS Students, Faculty and Staff in the case of a Code Yellow.

**Code Yellow:** Crisis requiring the school to remain in doors. All Faculty, Students, Staff and Visitors are invited into the school. Used in one of the scenarios: **Earthquake, airborne contaminant, Wild Fire.** First and Second level SERT team response activated when safe.

**Signal:** Verbal

### Steps for Safe Evacuation:

During a Code Yellow the following safety steps will take effect:

**Step 1:** The first witness will alert the others on campus. If possible, make a “code blue” PA announcement via phone by dialing 8998 and waiting for the beep

**Step 2:** At least one person with a phone should call 911 for immediate assistant.

### Step 3:

A. In case of an **earthquake**, all Students, Faculty, Staff and Visitors will **drop and cover until the shaking has stopped**. Steps 4-7 will then take effect.

B. In case of an **airborne contaminant**, all students, staff, faculty, and visitors will **remain indoors** until IC states it is safe to continue to steps 4-7.

C. In case of a **Wild Fire**, all students, staff, faculty, and visitors will **remain indoors** unless IC calls for an **evacuation**, which will cause steps 4-7 to take effect.

**Step 4:** SERT team is activated: Members will move into assigned positions

A. Gate Teams will move into position

1. First Responders Gate Team (Main Gate leading to the “Egg”)
2. Reunion Gate Team (Kinder and Middle School Gates)

All individuals should evacuate outside to the Egg

B. Search & Rescue Team:

1. Plans and executes a search & rescue of school premises
2. Works with other individuals on campus to determine who is missing, and the last place they were seen.
3. All areas of the campus should be rechecked (if possible and safe).

4. Communicates with First-Aid team to address search progress and first aid emergencies.
  5. Communicates with Incident Command, 2<sup>nd</sup> in command, and First-Aid team to address search progress and first aid emergencies.
- C. First Aid Team:
1. Gather first aid supplies (Backpacks and Buckets)
  2. Set up stations (trauma station and recovery station) in front of the outdoor stage if safe
  3. Retrieval team member will communicate with first aid team to determine who needs first aid assistance, and who needs to be transported to the first aid station.
  4. Triage team member will assess & prioritize patient assistance
  5. 911 caller should document who and what aid was received. Communicate with first responders (EMT) for further steps needed.

**Step 5:** Once the situation is deemed under control by first responders; activities can resume as usual, or all will exit campus safely.

1. If the situation or first responder calls for a directed evacuation, students, faculty, staff, and visitors move to a location that is at least 300 feet away from the building.
  - a. The off campus evacuation area is **Glen Alla Park: 4601 Alla Rd, Marina Del Rey, CA 90292**

**Step 5:** Public Information Officer will collect a report and release a statement that clarifies the details of the situation and final result of crisis.:

**Step 6:** Once Authorities, First Responders and Incident Commander have determined it is safe and secure, students will be released to parents and guardians as usual unless otherwise indicated by public statement release.

## Section 32282 – Bullying Prevention

### **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Ocean Charter School ("OCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. OCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom OCS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. OCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. OCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:**

Angela Baas-Rodriguez  
12870 Panama St. Los Angeles, CA 90066  
(310) 827-5511  
msangela @oceancs.org

#### **Definitions**

##### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by OCS.

OCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:



- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

5. Placing a reasonable student <sup>2</sup> or students in fear of harm to that student's or those students' person or property.
6. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
7. Causing a reasonable student to experience a substantial interference with the student's academic performance.

---

<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

8. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by OCS.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

5. A message, text, sound, video, or image.
6. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
7. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
8. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in OCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that OCS investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

OCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **4. Cyberbullying Prevention Procedures**

OCS advises students:

- e. To never share passwords, personal data, or private photos online.
- f. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- g. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- h. To consider how it would feel receiving such comments before making comments about others online.

OCS informs Charter School employees, students, and parents/guardians of OCS's policies regarding the use of technology in and out of the classroom. OCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **5. Education**

OCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. OCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at OCS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

OCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

OCS informs OCS employees, students, and parents/guardians of this Policy and encourages

parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **6. Professional Development**

OCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other OCS employees who have regular interaction with students.

OCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by OCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

OCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for OCS’s students