



Ocean Charter School
Location Code: 5962

2025-2026
Comprehensive School Safety Plan

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School Year Summary, Updates, Resources, & Timeline

Ocean Charter School has developed this Comprehensive School Safety Plan (CSSP) to ensure all students, employees, visitors, vendors, and community members are as safe as possible while on the OCS campus. This document details plans and instructions to follow during emergencies, both natural and legal, while on campus. This comprehensive school safety plan is a requirement of California Education Code sections 32280–32289.5.

Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	8/7/25 – All employee in-service training	In service training for SERT (School Emergency Response Team) and EP (Emergency Preparedness) Plan, Health and Safety Vector video trainings, Health Emergency trainings (seizure, Narcan, EpiPen, etc.)
Section 32281	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(b)(1) Plan is written and developed by a school site council (SSC)</p> <p>(2) 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>	5/13/25 – Current Document (OCS 25-26 CSSP)	Planning committee roster: Kristy Mack-Fett Megan Helms Debbie Tripp Gina Garcia-Sharp Jasmine Lavender Tomoko Seo Maryangee Cano Angela Rodriguez

<p>(b)(3) 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>5/14/25 – CSSP sent to LAPD: contact.lapdonline@gmail.com, and LAFD CERT: lafdcert@lacity.org,</p> <p>For expertise on school safety procedures and emergency preparedness tactics, and thoughts on our SERT plan.</p>	
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Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:		
<p>(1) 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"> • Office Referrals • Property Damage data • Suspension/Expulsion data • Attendance rates/School Attendance Review Board • California Healthy Kids Survey • School Improvement Plan 	5/13/25 – See notes	<p>OCS Behavior Reporting system, Discipline Procedures in the Parent/Student Handbook, Maintenance Request JotForm and Project Sheet, CALPADS incident reporting, SART (School Attendance Review Team) plan in the Truancy and Attendance Intervention section of the Parent Handbook, Chronic Absenteeism letters and meetings, CA Healthy Kids survey results, WASC accreditation</p> <p>Weekly SSC/administration meetings to discuss state of school and action plans</p>

<p>(2) 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>(A) Child Abuse Reporting procedures</p>	<p>5/13/25</p>	<p>See the Child Abuse Reporting Policy in the Parent/Student Handbook, as well as the Employee Handbook</p>
<p>(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for <u>pupils with disabilities</u> and the following:</p>	<p>OCS collaborates with the Readiness and Emergency Management for Schools https://rems.ed.gov/, and implements guidance from https://www.ad.a.gov/topics/emergency-planning/</p>	<p>OCS uses the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting <i>California Code of Regulations</i></p>

<p>Section 32282</p>	<p>Mandate Made (date, plan)</p>	<p>Comments, Suggested Details (resources, activities, etc.)</p>
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<p>(i) Earthquake emergency procedure system that includes:</p> <p>(I) A school building disaster plan</p> <p>Note: 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><u>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</u></p> <p>(II) a <u>drop procedure</u> (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 <u>before, during, and after an earthquake</u></p> <p>(IV) a program to ensure that <u>pupils, and certificated and classified staff are aware of and are trained in the procedures</u></p>	<p>5-13-25</p>	<p>Please see a summary of the OCS SERT Plan. For more details about this plan, please email operations@oceancs.org.</p>
<p>(ii) Procedures are established to allow a public agency, including the <u>American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency</u></p>	<p>Communication with American Red Cross on 5/13/25 at LosAngeles Region@redcross.org</p>	<p>https://www.redcross.org/local/california/los-angeles.html</p>

(C) Suspension/Expulsion policies and procedures	5-13-25	See the Parent/Student Handbook
(D) Procedures to notify teachers of dangerous pupils	5-13-2025 – Care Team Process	Must be documented on Internal Case Management Log

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(E) <u>Discrimination and Harassment Policy that includes hate crime reporting procedures and policies</u>	5-13-25	See the Title IX section of the Parent/Student Handbook
(F) Schoolwide <u>Dress Code – No images are permitted, including gang-related logos and images</u>	5-13-25	See the Dress Code section of the Parent/Student Handbook
(G) <u>Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site</u>	5-13-25	See the Campus Access section of the Parent/Student Handbook
(H) <u>Maintain a safe and orderly environment conducive to learning at the school</u>	5-13-25	See the Social Responsibility and Environment section of the Parent/Student Handbook
(I) Rules and procedures on <u>school discipline</u> are established	5-13-25	See the Tiered Behavior Intervention section of the Parent/Student Handbook

<p>(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</p> <p>Note: Effective January 1, 2019, AB 1747 requires the inclusion of these procedures</p>	<p>5-13-25 – After School SERT Plan (email operations@oceancs.org for details), SERT Plan summary (please email operations@oceancs.org for more details)</p>	<p>Ongoing consultations on SERT plan - https://www.lapdcsp.org/</p>
<p>(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees</p>	<p>Committee and Board Mtgs</p>	<p>Governance, Board of Trustees, DEIC, public stakeholders</p>
<p>(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented</p> <p><u>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)</u></p>	<p>www.oceans.org</p> <p>SERT, EP, and CSSP is updated before the start of each school year.</p>	<p>Please see website for board approved CSSP</p>

<p>Section 32282</p>	<p>Mandate Made (date, plan)</p>	<p>Comments, Suggested Details (resources, activities, etc.)</p>
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<p>(e) The Legislature encourages that policies and procedures aimed at the <u>prevention of bullying</u> be included in the CSSP</p> <p>Note: 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: https://oceancharterschool-ccsa.safeschools.com/training/launch/course_version/837464BAN/837464BA-5639-11E9-9764-86AC2E253C89?splash=0</p>	<p>See the Bullying and Cyberbullying Prevention Procedures section of the Parent/Student Handbook</p> <p>Cyberbullying training by Vector videos for employees.</p>
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Section 32282.1	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(a) 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"> • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus <p>(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 – Care Team Process</p>	<p>School counselors – independent contractors and Charters Choice</p>

Section 32284	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	5-13-25 - SERT Plan	Shelter in Place

Section 32286	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Approved 5/15/25	See Section 32288 for guidance on school district or COE approval timeline

Section 32288	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Submit to LACOE Superintendent Duardo and LAUSD Superintendent Carvalho on 6/3/25 after approval by OCS board on 6/2/25	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) 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	Present at Governance Mtg on 5/15/25	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281		

Section 32280 – Training on CSSP

Ocean Charter School provides in-service training for all employees prior to the start of each school year. During this training, employees go over SERT (School Emergency Response Team) roles and procedures. The training also includes going over instructions of the OCS EP (Emergency Preparedness) Plan, and different situations that would call for emergency color codes. Part of employee training also includes Health and Safety Vector video trainings and Emergency Health trainings (seizure, Narcan, EpiPen, etc.).

Ocean Charter School communicates campus emergency plans with volunteers, parents, guardians, and community members that may be on campus for events, sports, volunteering, or other reasons during instructional time of after school. OCS also shares information about monthly emergency drills via school MailChimp communications.

Section 32281 – CSSP School Site Council (SSC) and Planning Committee

The OCS SSC includes members of the OCS Governance Committee. The governance committee reviews the CSSP annually for approval. The CSSP is written, developed, updated, and implemented by the designated planning committee. The planning committee is made up of the Executive Director, Assistant Director, Campus Coordinator, Administrative Assistant, Business Manager, Human Resources Representative, Compliance Coordinator, and Nutrition Manager.

Each year, the planning committee consults with representatives from law enforcement agencies and the fire department to ensure the CSSP is effective and logistically sound. The updated CSSP is then shared with the law enforcement agency, the fire department, and the district.

Section 32282 – Campus Safety Procedures

OCS assesses the current status of school crime by reviewing the following types of information:

Office Referrals – the front office keeps record of discipline incident report and injury reports for students, employees, visitors, parents/guardian, and community members. This allows the school to identify trends, issues, and other challenges that require intervention to improve campus safety.

Property Damage data – the Maintenance Coordinator and Campus Coordinator keep record of school campus damage reported via the maintenance request JotForm, and repairs/maintenance/inspection projects on the maintenance coordinator log. This ensures any hazardous damage is isolated in order to prevent injury and is repaired in a timely manner.

Suspension/Expulsion data – the Registrar communicates with the Administration team to report any suspension and expulsions to CALPADS.

Attendance rates/School Attendance Review Board – The Campus Coordinator tracks attendance data to provide average daily attendance (ADA) information to the district and the California Department of Education (CDE). This data allows the Campus Coordinator to implement attendance policies stated in the OCS Parent & Student Handbook. The Campus Coordinator works with the Executive Director and Assistant Director to address any chronic attendance issues, including the need to refer parents and students to the Attendance Review Board.

California Healthy Kids Survey – Each year, OCS distributes the California Healthy Kids Survey to middle school students, school parents, and school employees. OCS analyzes this data to make informed decisions for current and future school years.

School Improvement Plan – Throughout the year, OCS uses data from audits, surveys, report statistics, and other identifiers to plan for the improvements of campus safety, mental health resources, environmental impact, and other areas of school improvement.

Compliance - The SSC team meets weekly to discuss the state of the school, actions plans, and appropriate strategies and programs that provide and maintain a high level of school safety. These meetings also address the school's procedures for complying with existing laws related to school safety. These laws include:

Child Abuse Reporting procedures – The SSC will ensure the Abuse Reporting Policy in the Parent/Student Handbook, as well as the Employee Handbook, is up to date and implemented properly.

ADA Emergency Plans – The SSC ensures the EP Plan includes adaptations for pupils with disabilities, such as:

- Having both visual and audible alerts; flashing lights and audio fire alarm
- Having electronic alerts; text alerts and emails
- Having SPED staff as part of the Triage SERT team, available to help with ADA needs
- Having SERT members transport medications from the nurse station to the Triage area
- Providing noise canceling headphones to those with sensory sensitivities
- Ensuring physical spaces comply with ADA Standards to allow physical accessibility.

These areas include:

- parking
- route from the parking to the entrance
- entrance
- restrooms
- evacuation spaces
- exits and emergency exits

Section 32282 – Emergency Response Procedures

The OCS SSC have developed the following evacuation, shelter in place, and earthquake emergency procedure system that includes and school building disaster plan:

EVACUATE – IMMEDIATE EVACUATION

SAFE EVACUATION PLAN

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

EVACUATION: 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 an EVACUATION the following safety steps will take effect.

Step 1: Fire Alarm will be activated indicating a fire or threat 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 put their radios on SERT and 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 teachers and assistants will escort all students immediately to their designated areas and will account for each student. If a student is not with the class, the teacher will hold up the red folder (even if the teacher feels they know where the student is). A SERT member will approach the teacher, obtain the student's name, and start the location process. Once all students have been accounted for, teachers will hold up their green cards. Faculty and students will wait together until instructed by the Incident Commander. *see evacuation map for designated areas* (ADA Note: Please have noise-canceling headphones available for students in need. Students in need of a quiet space to self-regulate should do so in the corridor near room 101. Please alert the SERT team of any emergency medication needed)
- 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, 2nd 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.

SHELTER IN PLACE – SHELTER IN PLACE SAFE EVACUATION PLAN

The following steps have been set to safely secure OCS Students, Faculty and Staff in the case of a Shelter in Place.

Shelter in Place: 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, neighborhood conflict/danger.** First and Second level SERT team response activated when safe.

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

EARTHQUAKE:

“ALERT:. ALL ON CAMPUS MUST DROP AND COVER UNTIL SHAKING STOPS. REPEAT, ALL ON CAMPUS MUST DROP AND COVER UNTIL SHAKING STOPS.

WHEN SHAKING STOPS:

CLASSES TO EVACUATION SPACES, SERT TEAM ACTIVATE. REPEAT, CLASSES TO EVACUATION SPACES, SERT TEAM ACTIVATE.”

AIRBORNE CONTAMINENT OR WILDFIRE:

“ALERT: SHELTER IN PLACE INITIATED. REPEAT, SHELTER IN PLACE INITIATED. ALL ON CAMPUS MUST SECURE INDOORS WITH WINDOWS AND DOORS CLOSED. REPEAT, ALL ON CAMPUS MUST SECURE INDOORS WITH WINDOWS AND DOORS CLOSED.

NEIGHBORHOOD CONFLICT/DANGER:

“ALERT: SHELTER IN PLACE INITIATED. REPEAT, SHELTER IN PLACE INITIATED. ALL ON CAMPUS MUST REAMIN INDOORS WITH WINDOWS AND DOORS CLOSED. REPEAT, ALL ON CAMPUS MUST REMAIN INDOORS WITH WINDOWS AND DOORS CLOSED.

Steps for Safe Evacuation:

During a Shelter in Place 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**. Once the shaking stops, evacuation steps 4-7 will take place.

-If **outdoors during the earthquake, go to an open area** away from trees, telephone poles, and buildings. Once in the open, get down low and stay there until the shaking stops. The area near the outside walls of a building is the most dangerous place to be.

-If **in the Gym** (or other room lacking desks or other suitable head-cover protection), do not immediately drop, cover, and hold. If it appears safe to do so—proceed directly out of the building through the gym doors to an open area without overhead wires or other falling debris hazards, such as the “egg”. As the class relocates, teachers should advise students to cover their heads with their hands and arms to protect themselves from possible falling debris.

-If **in the Library**, drop, cover and hold. If there aren’t enough desks or other suitable head-cover, move out of areas under tall ceilings, to a corner, to the side of the room, or into a doorway, in order to be safer from the potential hazard of falling objects and debris.

-If **in the Kitchen**, drop, cover and hold. If there aren’t enough counters, tables, or other suitable head-cover away from windows, move out of areas near appliances, to a corner, to the side of the room, or into a doorway, in order to be safer from the potential hazard of falling objects and debris, as well as electric and gas appliances.

B. In case of an **airborne contaminant**, all students, staff, faculty, and visitors will **remain indoors** unless IC calls for an evacuation, which will call for 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 put their radios on SERT and 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 teachers and assistants will escort all students immediately to their designated areas and will account for each student. If a student is not with the class, the teacher will hold up the red folder (even if the teacher feels they know where the student is). A SERT member will approach the teacher, obtain the student's name, and start the location process. Once all students have been accounted for, teachers will hold up their green cards. Faculty and students will wait together until instructed by the Incident Commander.

see evacuation map for designated areas (ADA Note: Please have noise-canceling headphones available for students in need. Students in need of a quiet space to self-regulate should do so in the corridor near room 101. Please alert the SERT team of any emergency medication needed)

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, 2nd 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.

OCS communicates with the American Red Cross to offer the school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. OCS offers the

gymnasium as a covered shelter, and the exterior campus as outdoor shelter when needed. OCS has the following emergency supplies to offer to the community:

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 underground parking garage. 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 MPR-130 (aftercare). Each kit contains:

- Assorted Band-Aids
- Assorted Gauze and Medical Tape
- Thermometers
- Antiseptic Wipes
- Burn Ointment
- Breathing Barrier
- Tourniquet
- Gloves
- Cleansing Wipes
- Ice Packs
- First Aid Booklet

Backstock of these items are available in the Nurse Station and in the emergency preparedness section of the underground parking garage.

4. Search and Rescue Supplies:

Each SAR backpack contains:

- Hard Hat
- Heavy Duty Work Gloves
- Chemical Goggles (Vented)
- 12 Hour Light Stick (Green)
- Safety Vest

- Dust Mask
- Large Mayday Solar Blanket
- Flashlight
- Pair of "D" Batteries
- Pry Bar
- Lumber Crayon
- Caution Tape

OCS has 4 SAR supply bags available in the Nurse Station cabinets. Please see the cabinets closest to the Nurse Station restroom labeled "SAR Gear".

5. Sanitation Supplies (Emergency Buckets)

Each room/space that does not have direct access to a bathroom has an emergency sanitation bucket. Each bucket contains:

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

Backstock of these items are available in the Nurse Station.

OCS currently has 24 sanitation buckets. Please see the inventory sheet for bucket locations.

6. Emergency Container:

OCS stores non-distributed emergency supplies in the Nurse Station.

7. Classroom Emergency Supplies:

Each classroom contains an Emergency Backpack with the following contents:

Large Top Pocket:

- Flashlight and Batteries
- Masks
- Cleansing Wipes
- Bandages
- Gauze and Tape
- First Aid Kit
- Current class roster
- Special needs roster
- Student contact information

Small front Pocket:

- Whistle
- Hand Sanitizer

Backstock of these items are available in the Nurse Station.
OCS currently has 30 backpacks. Please see the inventory sheet for exact location.

Suspension and Expulsion Policy

OCS has developed and implemented to following Suspension/Expulsion policies and procedures:

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.

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, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be

amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which 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 this 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 school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the front office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Enumerated Offenses

- 1) Discretionary Offenses: Students may be **suspended and/or recommended for expulsion** when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- 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 Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) 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.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a

crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Offenses: Students **must** be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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 or 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 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, composed 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 circumstances 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 date 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 parents within 30 calendar days prior to the end of the expulsion term. This notification will request parents to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and

that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale

of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

OCS has the following procedures for teachers to report, or, to notify teachers of dangerous pupils:

- Direct communication with teacher and all who may be affected
- Direct communication with Executive Director to report to proper agency
- Direct communication with SPED team for support and response
- OCS Care Team System

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:

Create a case in the Case Management file based on the request form.

Assign a CARE Team Outreach member to the student/family based on the type of assistance they need.

Provide the outreach member with information from the outreach form (and fill in as much missing information as possible).

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:

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.

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.

If no additional help is needed, schedule a quick check-in for the following week to confirm case closure. No calendar invite needed.

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 – Safe School Policies

Discrimination and Harassment Policy

Discrimination, 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 "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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, locs, and twists), 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, 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. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.²

Charter School 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.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

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 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 student³ 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.

² This policy became effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

³ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average 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.

3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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.

Bullying and Cyberbullying Prevention Procedures

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

Cyberbullying Prevention Procedures

Charter School 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.

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

Education

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

Charter School’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.

Charter School informs Charter School 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.

Professional Development

Charter School 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 Charter School employees who have regular interaction with students.

Charter School 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 Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.

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

Complaint Procedures

Scope of the Complaint Procedures

Charter School 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 based on a protected characteristic, 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 Charter School 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.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

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, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, 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.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School 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.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Dress Code:

Commitments:

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

1. **Waldorf principles of preserving and protecting childhood through media-free, logo-free, and writing-free clothing, bags, and lunch containers**
2. **Reducing the effects of peer pressure, especially around body image, and**
3. **Decreasing the impact of socio-economic stratification within the school community.**

Guidelines:

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 easily allows for movement, staying on the student's body without the student's attention through running, jumping, climbing, stretching, dancing, etc. No crop tops. Footwear must be worn at all times and be safe for physical activity. Backless footwear (such as flip-flops) is 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, especially body image pressure, and decreasing the impact of socio-economic stratification within the school community, students shall wear clothing and footwear free of all writing, images, and logos (logos smaller than the size of a quarter are permitted), of any kind. 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, others, or equipment. Watches or other devices must be limited to those that do not make noise and are not connected to the internet. No smart watches permitted. 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. Headwear worn for purposes of religious observance is permitted. 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 before your child leaves home for school each day.** OCS 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 the 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.

Safe ingress and egress to and from school site

Campus Access & Parking

Campus Parking

- Parking in the underground 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 visitor policies.

Student Drop Off & Pick Up

Campus Drop-off

Campus opens and student valet drop-off begins 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; 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.

If parents/caregivers are parking and walking their child to campus, be sure to review and follow the OCS Traffic agreement thoroughly and consistently.

Campus Pick-up

*Please note, students will only be dismissed to authorized individuals listed in the Student Information System. Temporary pick-up authorizations must be communicated to the front office in person, or via phone or email. Pick-up person must plan to show ID at dismissal.

TK student valet pick-up will begin at **1:35pm (11:50am 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 rearview 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.

TK student walk-up pick-up will begin at **1:35pm (11:50am on early dismissal days)** at the Kinder gate (furthest gate East of the campus). Parents, guardians, and caregivers will give the student name/s and teacher name/s to the staff person supervising the Kinder gate, and they will radio for the student to come out.

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

rearview 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.

Kindergarten student walk-up pick-up will begin at **2:00pm (12pm on early dismissal days)** at the Kinder gate (furthest gate East of the campus). Parents, guardians, and caregivers will give the student name/s and teacher name/s to the staff person supervising the Kinder gate, and they will radio for the student to come out.

1st - 3rd 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 rearview 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.

1st - 3rd grade student walk-up pick-up will begin at **2:35pm (12:10pm on early dismissal days)** at the front gate (main gate adjacent to the front office). Parents, guardians, and caregivers will give the student name/s and teacher name/s to a staff person supervising the gate, and they will radio for the student to come out.

4th grade student valet pick-up will begin at **3:15pm (12:25pm 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 students enter the vehicle from the sidewalk to ensure student safety.

4th grade student walk-up pick-up will begin at **3:15pm (12:25pm on early dismissal days)** at our designated secondary pick-up Zone on Little Culver. Parents, guardians, and caregivers are to remain on the grass and wait for their student/s to arrive with their class. The teacher will dismiss the student to their designated pick-up person.

*Please note, students in grades lower than 5th-8th must request permission for their student to be dismissed without an adult supervisor present (ie. walk home at dismissal). Please email the teacher and the front office to arrange dismissal plans as such.)

5th - 8th 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 or other nearby location. They may use the valet pick-up if needed. 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.

OCS 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 to not make a U-turn anywhere on Panama Street or Beethoven Street.
- I will not park or idle my car in red zones.
- I will not park or idle my car across residents' driveways while dropping off or picking up my student(s).
- I agree not to get out of my car while in the drop-off zone and disrupt the flow of traffic.
- I will not double park, even if I am in my vehicle.
- 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 and student safety patrol members at all times.
- When I am walking to campus, I will use designated crosswalks, wait for the appropriate crossing signal and 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. Parent/caregiver parking is available in the valet lane from 8:30am - 1:15pm on regular school days and from 8:30am - 11:15am on short days (Wednesdays, etc.). If I need to park in the neighborhood, I will utilize street parking near the school, but NOT on Panama Street. If parking, I agree to observe all parking restrictions (red zones, not blocking driveways, etc.) 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.

Maintaining a safe and orderly environment at the school

Social Responsibility, the Environment, and Community Service

Ocean Charter School's curriculum includes an emphasis on environmental and social responsibility. Frequent, hands-on experience with the ecology surrounding us and the acknowledgement of the rich cultural history of our community is a part of our curriculum and reflects our educational approach.

Service projects help build a spirit of community within each class. When students take care of their classroom and school grounds, it builds community responsibility and respect for their environment. Working together towards a common goal helps develop skills in cooperation and trust. In the early grades, students might take care of and beautify a corner of the school property or make a contribution to a school festival celebration. Children in the middle grades might develop and implement a program, such as recycling, throughout the school. These activities introduce students to the satisfaction of doing something practical that benefits others.

School discipline

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 **and within the Suspension and Expulsion Policy, located within Appendix B of this handbook.**

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 needs. 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

*Please note: Physical activity during the school day will not be withheld as punishment for any reason, unless there is a safety concern.

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 1I - 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 1II - 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

Tactical responses to criminal incidents

LOCK DOWN HIGH – EXTREME LOCK DOWN SAFE EVACUATION PLAN

The following steps have been set to safely secure OCS Students, Faculty and Staff in the case of a LOCK DOWN HIGH.

Lock-Down High - 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.

“ALERT: LOCK DOWN HIGH INITIATED. REPEAT, LOCK DOWN HIGH INITIATED. ALL ON CAMPUS MUST SECURE INDOORS AND STAY LOW TO THE GROUND. REPEAT, ALL ON CAMPUS MUST SECURE INDOORS AND STAY LOW TO THE GROUND. SERT NOT ACTIVATED. REPEAT, SERT NOT ACTIVATED”

Steps for Safe Evacuation:

During a Lock Down High, the following safety steps will take effect.

Step 1: Incident Commander will announce instructions and LOCK DOWN HIGH 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:

- All Faculty members lock their classroom doors and windows and draw black-out curtains
- All office staff lock their doors and draw their curtains (Ms. Maryangee to lock the Admin East Hall door)
- The person using the MPR will lock all doors and draw all 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 unless stated otherwise.

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

LOCK DOWN MEDIUM – MODERATE LOCK DOWN SAFE EVACUATION PLAN

The following steps have been set to safely secure OCS students, faculty and staff in the case of a Lock Down Medium.

Lock Down Medium: First Level Response Needed: Crisis activates partial SERT Team (Threat is too dangerous to stay outdoors). Used in one of the following scenarios: Intruder, Dangerous Confrontation, armed activity in neighborhood)

Signal: Instructions and Code Announced via PA System:

“LOCK DOWN MEDIUM INITIATED. REPEAT, LOCK DOWN MEDIUM INITIATED. ALL ON CAMPUS MUST SECURE INDOORS. REPEAT, ALL ON CAMPUS MUST SECURE INDOORS. SERT TEAM ACTIVATE NOW.”

Steps for Safe Evacuation:

During a Lock Down Medium the following safety steps will take effect.

Step 1: Incident Commander will make PA Announcement – Repeated 2 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 Lockdown via PA system. Daily activity will resume as usual unless otherwise stated.

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

At least once per year, the SSC will review and update these plans, and submit them for approval by the Governance, Board of Trustees, DEIC, and public stakeholders.

Section 32282 – Prevention of Bullying

Bullying and Cyberbullying Prevention Procedures

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

Cyberbullying Prevention Procedures

Charter School 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.

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

Education

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

Charter School'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.

Charter School informs Charter School 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.

Professional Development

Charter School 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 Charter School employees who have regular interaction with students.

Charter School 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 Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.

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

Section 32282.1 – Mental Health Resources

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available in the Community:

- <https://dmh.lacounty.gov/get-help-now/>
- <https://dhs.lacounty.gov/our-services/mental-health-2/>
- <https://namiwla.org/find-support/free-and-low-cost-resources/>

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. LAUSD, the Los Angeles Unified School District, provides special education instruction and related services at OCS in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the [SELPA/AUTHORIZER]. These services are available for special education students enrolled at the Charter School. The district offers educational programs and services for all our students in accordance with the assessed needs of each student. LAUSD collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, LAUSD is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Renee Williams, Assistant Principal Elementary Instruction Specialist (APEIS) at 310-827-5511 or renee.williams@lausd.net.

Section 32284 – Toxic Air Quality Response

SHELTER IN PLACE – SHELTER IN PLACE **SAFE EVACUATION PLAN**

The following steps have been set to safely secure OCS Students, Faculty and Staff in the case of a Shelter in Place.

Shelter in Place: 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, neighborhood conflict/danger**. First and Second level SERT team response activated when safe.

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

EARTHQUAKE:

“ALERT:. ALL ON CAMPUS MUST DROP AND COVER UNTIL SHAKING STOPS. REPEAT, ALL ON CAMPUS MUST DROP AND COVER UNTIL SHAKING STOPS.

WHEN SHAKING STOPS:

CLASSES TO EVACUATION SPACES, SERT TEAM ACTIVATE. REPEAT, CLASSES TO EVACUATION SPACES, SERT TEAM ACTIVATE.”

AIRBORNE CONTAMINANT OR WILDFIRE:

“ALERT: SHELTER IN PLACE INITIATED. REPEAT, SHELTER IN PLACE INITIATED. ALL ON CAMPUS MUST SECURE INDOORS WITH WINDOWS AND DOORS CLOSED. REPEAT, ALL ON CAMPUS MUST SECURE INDOORS WITH WINDOWS AND DOORS CLOSED.

NEIGHBORHOOD CONFLICT/DANGER:

“ALERT: SHELTER IN PLACE INITIATED. REPEAT, SHELTER IN PLACE INITIATED. ALL ON CAMPUS MUST REMAIN INDOORS WITH WINDOWS AND DOORS CLOSED. REPEAT, ALL ON CAMPUS MUST REMAIN INDOORS WITH WINDOWS AND DOORS CLOSED.

Steps for Safe Evacuation:

During a Shelter in Place 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. Once the shaking stops, evacuation steps 4-7 will take place.

-If outdoors during the earthquake, go to an open area away from trees, telephone poles, and buildings. Once in the open, get down low and stay there until the shaking stops. The area near the outside walls of a building is the most dangerous place to be.

-If in the Gym (or other room lacking desks or other suitable head-cover protection), do not immediately drop, cover, and hold. If it appears safe to do so—proceed directly out of the building through the gym doors to an open area without overhead wires or other falling debris hazards, such as the “egg”. As the class relocates, teachers should advise students to cover their heads with their hands and arms to protect themselves from possible falling debris.

-If in the Library, drop, cover and hold. If there aren’t enough desks or other suitable head-cover, move out of areas under tall ceilings, to a corner, to the side of the room, or into a doorway, in order to be safer from the potential hazard of falling objects and debris.

-If in the Kitchen, drop, cover and hold. If there aren’t enough counters, tables, or other suitable head-cover away from windows, move out of areas near appliances, to a corner, to the side of the room, or into a doorway, in order to be safer from the potential hazard of falling objects and debris, as well as electric and gas appliances.

B. In case of an **airborne contaminant**, all students, staff, faculty, and visitors will **remain indoors** unless IC calls for an evacuation, which will call for 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 affect.

Step 4: SERT team is activated: Members will put their radios on SERT and 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)
- J. Classroom teachers and assistants will escort all students immediately to their designated areas and will account for each student. If a student is not with the class, the teacher will hold up the red folder (even if the teacher feels they know where the student is). A SERT member will approach the teacher, obtain the student's name, and start the location process. Once all students have been accounted for, teachers will hold up their green cards. Faculty and students will wait together until instructed by the Incident Commander. *see evacuation map for designated areas* (ADA Note: Please have noise-canceling headphones available for students in need. Students in need of a quiet space to self-regulate should do so in the corridor near room 101. Please alert the SERT team of any emergency medication needed)
- K. 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, 2nd in command, and First-Aid team to address search progress and first aid emergencies.
- L. 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.

3. 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:

7. This will give details of the situation that occurred and its final result.
8. Indicate location and time of student release
9. 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.

Section 32286 – Plan adoption

This CSSP was approved by the OCS Governance Committee and Board of Directors. Please see the date of approval in the CSSP summary.

Section 32288 – Plan submission

This CSSP is submitted to LACOE Superintendent Duardo and LAUSD Superintendent Carvalho on after presentation and approval by OCS board at public board meeting. Please see the date of submission in the CSSP summary.

Instructional Continuity Plan

Communication:

OCS will employ a 3-tiered communication strategy in the event of school closure.

Ideally, the communication will be daily and start with day 1 of the emergency. At the latest, communication will begin no later than 5 days after an emergency.

Ocean Charter School administration will establish two-way communication with the school community (employees, parents, and students) via email using our MailChimp communication platform. Teachers will also reach out to their classes individually via email for more personal and class-specific messages. If email is not operable, our emergency text alert system will be used. As a last resort, phone calls will be made.

The communications will include:

- ✓ school updates about the disaster/situation

- ✓ information on supports (physical such as food and shelter; mental such as counseling; financial such as disaster relief; and academic) for families and employees
- ✓ plans for providing instruction in the upcoming days
- ✓ plans for returning to in-person school

The communication platform will allow for two-way communication to the greatest extent possible so families can share feedback, ask questions, get support, and collaborate with school leadership, teachers and staff throughout the emergency.

The emphasis of the communication protocols will be to identify and provide support for students' social-emotional, mental health, and academic needs.

Technology:

At the latest and within 10 days of the emergency, Ocean Charter School will survey the student body via email, text, and/or phone to determine the need for student devices and/or internet hotspots. OCS will schedule a pick-up event for any family in need of devices or tech support.

Instruction and Assessment:

At the latest and within 10 days of the emergency, Ocean Charter School will implement a plan for students to continue instruction. The ideal situation will enable students to return to in-person instruction within 10 days. If not possible to return fully in person, OCS will establish a hybrid schedule to offer as much in person instruction as possible. If neither in person nor hybrid models are possible, OCS will offer a remote instruction model.

If offered remotely, instruction will be provided through Zoom and will use Google Classroom for posting, receiving and tracking student assignments as well as teacher lessons and resources. Students will use their student Google accounts to access the Google classrooms and to email with their teachers. Teachers will communicate zoom session information to their classes, including meeting id #s and password information. Instructional materials for ELA and Math will be provided online using Khan Academy or another equivalent provider.

Depending on the nature of the emergency if it requires remote learning, OCS will plan for a combination of live zoom sessions and asynchronous options to offer families flexibility while maintaining mental and emotional connections as well as academic instruction during remote learning. OCS will follow state requirements regarding instructional time and structure with a focus on preserving a sense of community and connection in addition to academic learning throughout the crisis time.

Remote instruction will align with state requirements governing independent study instruction modalities and with OCS' independent study policy when applicable.

Instructional materials will be provided online and/or in hard copy format should that be an accessible option for families. Emphasis in the provision of instructional materials and instruction will be on equity so that all students are met with their needs to the greatest extent possible.

OCS will follow state guidance regarding assessment and attendance documentation and will implement them accordingly. Teachers will take daily attendance no matter the setting and will take period by period attendance if online and required by the state. Student work will be evaluated in compliance with state requirements and state standards. Assessment practices will be implemented according to state requirements and to maximize teachers' ability to measure progress over time and to support students who are struggling.

Access

SPED/EL/Homeless/Foster Youth:

At the latest and within 10 days of the emergency, OCS will work with the LAUSD Special Education team as an Option 1 school that contracts with LAUSD for all special education services to establish student needs for accommodations and continuation of supports. The district special education team will communicate with families on the plans for services, and document the outreach and services appropriately.

For intervention supports that are run by OCS directly, OCS intervention and class teachers will work together to assess student needs and how best to continue to provide support services to students during the emergency, including offering online intervention sessions in small groups.

Students who receive English Language Development instruction will continue to receive it through the available method during the emergency no later than 10 days of the emergency.

Specific outreach to homeless and foster students will happen at the latest within 10 days of the emergency to assess their needs and connect them with appropriate support and resources. Our Homeless Liaison will lead this outreach and keep digital records in our CARE folder.

Professional Learning:

At the latest and within 10 days of the emergency, OCS will schedule professional learning with employees to discuss the current state of emergency, plans according to the timeline of possibilities for continued instruction, campus work during the emergency, and goals for returning to campus after the emergency.

Well-being:

At the latest and within 10 days, OCS will ensure the community is aware of the OCS CARE team google form, the tool for requesting help during the emergency and reporting hardships. The CARE team will be managed by the OCS administration, and dispatch assistance with:

- Counseling

- Academic support
- Technology support
- Community services
- Medical services
- Food
- Shelter
- Childcare
- Other

Additional well-being support will be provided with once/week individual check-ins between class teacher and student/parents depending on the age of the child.

Additional support will be available through drop-in times with specialty teachers via zoom if remote instruction is required.

Support Services:

Maintaining continuity of support services, including special education, counseling, after-school programs, and access to food services is a top priority during an emergency. OCS will engage with partners and expert resources including the National Center for Homeless Education, our Homeless Liaison directly and LACOE homeless support services, the CDE Disaster Guidelines for Child Nutrition Programs, and the Food Research and Action Center to maintain continuity of support services during the emergency.

Site-based Collaboration:

In a cycle of consistent, regular feedback and reflection, community partners - including administration, Board, parents, students, teachers, IT support personnel, counselors, homeless liaison, and other service providers and community resource organizations – will inform how the school adjusts this instructional continuity plan over time should the emergency last indefinitely.

Return to Site-Based Learning:

The goal of the ICP is to return to site-based learning and instruction as soon as it is safe to do so. OCS will monitor state and local authorities for updates on conditions so we can move as rapidly as allowed and feasible to return to site-based learning. OCS will use the following list of factors to determine when a return to site-based learning is safe and feasible.

- Evacuation orders lifted
- Power and utilities function
- Air quality is safe
- Water quality is clean and safe
- Campus is free from debris and hazards
- Communication avenues including internet and phone systems are functioning
- Staffing is available and able to be on site to work with children and to cover staff unable to return to campus
- Kitchen is safe and clean to resume food service and food vendors are running

