EXTREME WEATHER RESPONSE PLAN

Ocean Charter School

This is an operational template designed to address the elements described in California Education Code (EC) §33355(b)(1)–(3). *Effective date: July 1, 2026 | Annual review: At least once each school year*

1. Purpose and Scope

The purpose of this Extreme Weather Response Plan is to protect the health, safety, and well-being of students, employees, volunteers, and visitors during extreme weather and hazardous environmental conditions. The plan establishes procedures for monitoring forecasts and alerts; determining when outdoor activities should be modified, relocated, or canceled; communicating decisions; providing safe alternatives; training staff; and reviewing the plan annually.

The plan applies to school-day activities and school-sponsored programs, including recess, lunch, physical education, athletics, outdoor assemblies, field trips, camping trips, arrival and dismissal, and after-school activities. Emergency directions from public safety agencies take precedence where applicable.

2. Definitions of Extreme Weather Conditions

Extreme or potentially hazardous conditions include, but are not limited to:

- Excessive heat, heat advisories or warnings, high heat index, and conditions that increase heat-illness risk.
- Poor air quality, wildfire smoke, dust, or other airborne pollutants.
- Elevated ultraviolet (UV) radiation, including high and very high UV Index forecasts.
- Severe cold, wind chill, or conditions that create a risk of cold-related illness.
- High winds, lightning, thunderstorms, hail, heavy rain, flooding, or flash-flood warnings.
- Tornadoes, dust storms, extreme weather warnings, or any other condition judged by administrators or emergency officials to present a safety risk.

3. Weather and Air Quality Monitoring Procedures

Monitoring sources

- National Weather Service (NWS): forecasts, watches, warnings, lightning and severe-weather information.
- AirNow.gov and the applicable local air quality management district: AQI, particulate pollution, and wildfire-smoke information.
- Local city/county emergency management, fire department, public health department, and official emergency alerts.
- UV Index forecasts from the EPA, NWS, or another recognized public-health/weather source.

Monitoring schedule and documentation

- Before the school day: designated staff review the forecast, expected temperatures/heat index, AQI, UV Index, wind, precipitation, and active alerts.
- Before outdoor PE, athletics, field trips, and major outdoor events: the supervising staff member checks conditions and confirms the activity plan.

- During the day: administrators or designees reassess when conditions change, an alert is issued, or staff report a concern. Recheck at least at midday on days with elevated risk.
- For extended events: a responsible staff member is assigned to monitor conditions throughout the event and has authority to pause activity pending an administrative decision.

4. Decision-Making Responsibilities and Timelines

Role	Responsibilities
LEA / Executive Director or designee	Approves system-wide responses, coordinates with public agencies, and determines whether broader operational changes are needed.
Executive Director / Assistant Director	Makes and communicates site-level decisions for recess, PE, lunch, assemblies, and school activities; ensures alternatives and mitigation resources are available.
Administrative Assistant or Campus Coordinator	Checks official forecasts and alerts, shares updates with decision-makers, and maintains records as assigned.
Teachers, coaches, and activity leaders	Check conditions before activities, follow site decisions, supervise students, report symptoms or hazards immediately, and stop an activity if an imminent risk arises.
First-aid designee	Supports assessment and response within professional scope and school procedures; activates emergency response when indicated.

Daily decision target: complete an initial review before students begin outdoor activities. Reassess whenever alerts or conditions change. When conditions are uncertain, use the more protective option until the risk is clarified.

5. Criteria for Modifying or Canceling Outdoor Activities

The thresholds below are operational starting points, not legally mandated numbers. Administrators may take more protective action based on humidity, duration and intensity of activity, shade, student age and health needs, acclimatization, local conditions, official warnings, and the availability of safe indoor space.

5.1 Heat

Condition	Response
Below 90°F and no relevant warning	Proceed with routine access to water and shade; continue monitoring.
90–94°F or elevated heat index	Increase water and rest breaks, provide shade, reduce intensity/duration as appropriate, and monitor students closely.
95–99°F or elevated heat risk	Reduce strenuous activity and direct sun exposure; prioritize shaded or indoor options and increase supervision.
100–104°F or official heat advisory/warning	Move vigorous activity indoors whenever possible; shorten or suspend outdoor exposure when safe mitigation cannot be assured. Follow any applicable sport-specific heat policy.
105°F or higher, an official extreme-heat warning, or unsafe conditions at any temperature	Cancel or relocate outdoor physical activity when safety cannot be assured; follow public agency guidance and school emergency procedures.

Use the heat index and official warnings in addition to air temperature. These example thresholds should be checked against current public-health and sport-specific guidance before adoption.

5.2 Air Quality and Wildfire Smoke

AQI	Response
AQI 0–50 (Good)	Outdoor activity may proceed normally, subject to other hazards.
AQI 51–100 (Moderate)	Generally proceed; monitor students with asthma or other known sensitivities and follow individual health plans.
AQI 101–150 (Unhealthy for Sensitive Groups)	Reduce prolonged or strenuous outdoor activity, particularly for sensitive students; offer indoor alternatives and follow health plans.

AQI 151–200 (Unhealthy)	Move strenuous activity indoors and substantially limit outdoor exposure. Keep students indoors if smoke or local conditions warrant.
AQI 201+ (Very Unhealthy or Hazardous)	Cancel outdoor physical activity and keep students indoors in the cleanest practical indoor environment; follow official guidance.

Use the current AQI reporting method and local public-health guidance. Consider smoke odor, visible smoke, rapid changes, and official alerts; do not rely on AQI alone. Move activities indoors when needed and ensure indoor spaces are appropriate for sheltering.

5.3 Ultraviolet (UV) Index and Sun Exposure

UV radiation can damage skin and eyes even when the air is cool or skies are cloudy. The UV Index is separate from temperature and heat index. Use the forecast for the local area and the time of the planned activity. Sun protection is recommended when the UV Index is 3 or higher.

UV Index	Response
0–2 (Low)	Outdoor activities may proceed normally. Maintain routine sun-safety practices, especially for prolonged exposure or students with specific needs.
3–5 (Moderate)	Provide access to shade and water; encourage protective clothing, appropriate hats, UV-blocking sunglasses where practical, and broad-spectrum SPF 30+ sunscreen under school procedures.
6–7 (High)	Plan shade breaks and reduce prolonged direct sun exposure. Modify strenuous outdoor activities if adequate shade and protection are unavailable.
8–10 (Very High)	Relocate prolonged or strenuous activities to shaded or indoor areas when practicable; shorten exposure and increase shade breaks. Avoid scheduling prolonged direct-sun activities where possible.
11+ (Extreme)	Cancel or relocate prolonged outdoor physical activities when adequate protection cannot be assured. Use indoor alternatives when safe protection and shade are not available.

- When possible, schedule strenuous activities outside peak UV hours, generally around 10 a.m.–4 p.m.; consider the forecast for the actual activity time.
- Identify shaded areas for recess, lunch, movement, sports, field trips, and outdoor events. If sufficient shade is unavailable, shorten, relocate, or cancel the activity as warranted.
- Encourage protective clothing, suitable hats, and UV-blocking sunglasses where appropriate. Sunscreen is an additional protective measure, not a substitute for shade and clothing.
- Use broad-spectrum SPF 30 or higher sunscreen in accordance with school procedures and applicable rules for parental authorization, application, and student assistance.
- Reassess UV exposure during prolonged activities and when conditions change. Consider individual health plans and students with increased sensitivity to sunlight.

5.4 Lightning and Thunderstorms

- Suspend outdoor activities immediately when thunder is heard or lightning is observed, or when an official warning indicates danger.
- Move students to a substantial enclosed building or an enclosed hard-topped vehicle where appropriate; do not shelter under isolated trees or open-sided structures.
- Wait at least 30 minutes after the last thunder is heard before resuming outdoor activity. Restart the 30-minute count if thunder is heard again.
- Follow official warnings and emergency directions; cancel the activity if safe shelter or adequate time to resume is unavailable.

5.5 High Winds

- Use sustained winds above approximately 25 mph or gusts above approximately 40 mph as review triggers, not automatic guarantees of safety or danger.
- Inspect for falling branches, flying debris, unstable tents, sports equipment, shade structures, and other hazards.

- Suspend or relocate outdoor activity when wind creates a risk of injury or when an official wind advisory/warning indicates hazardous conditions.

5.6 Cold, Heavy Rain, Flooding, and Other Severe Weather

- Modify outdoor exposure when cold, wind chill, wet clothing, or prolonged exposure could create a cold-related health risk. Provide dry, sheltered indoor alternatives.
- Cancel outdoor activities during lightning, hail, severe thunderstorms, flash-flood warnings, flooding, dust storms, tornado warnings, or other official hazardous-weather alerts.
- Never permit students to walk or play in floodwater. Keep students away from drainage channels, downed power lines, unstable trees, and other hazards.
- Follow local emergency management and first-responder directions for evacuation, shelter-in-place, or other protective actions.

5.7 Individual Symptoms or Immediate Hazards

Regardless of a numeric threshold, any staff member may stop an activity and move students to safety when a student shows signs of distress or when conditions appear unsafe. Notify the administrator promptly. Emergency warnings and professional judgment may require a more protective response than the tables above.

6. Indoor and Alternative Activity Plans

Employees shall identify usable indoor spaces, occupancy limits, supervision arrangements, and alternatives for each affected program.

- Recess: classroom games, drawing or art, reading, library activities, puzzles, supervised movement breaks, and other age-appropriate indoor options.
- Physical education: indoor movement, stretching, yoga, fitness stations, dance, movement games, or skills instruction in approved spaces.
- Athletics: indoor conditioning where safe, tactical instruction, film study, team meetings, or rescheduling in accordance with applicable policies.
- Lunch and assemblies: use approved indoor or covered areas with adequate capacity, ventilation, accessibility, and supervision.
- Field trips and outdoor events: identify alternate dates, indoor destinations, shorter routes, or cancellation plans before departure when feasible.

Alternative activities must be appropriate for the age and needs of students, safe for the available space, accessible to students with disabilities, and adequately supervised. Staff shall not use an indoor alternative that introduces a different safety hazard.

7. Communication Protocols

Staff communications

- Administrators communicate activity decisions to teachers, staff, coaches, program supervisors, and other affected personnel as soon as practicable.
- Use established school channels such as email, Simple text, radios, or the school's emergency WhatsApp.
- Staff supervising students must receive clear instructions on activity location, supervision, student movement, and any protective measures.

Family and student communications

- Use the school's established parent communication platforms; MailChimp email, Simple text, website, or social media.

- Communicate changes to major events, athletics, field trips, or other activities when families need to know about altered arrangements.
- Include the condition or safety concern, the affected activity, the alternative plan, and any relevant precautions.
- Use accessible language and provide translated communication consistent with school practices and family communication needs.

UV-specific notifications

When the UV Index is forecast to reach 6 or higher during scheduled outdoor activities, the administrator or designee should notify supervising staff before the activity. The notification should state the expected UV level/time period, required shade or activity changes, indoor alternatives, and reminders about water and sun protection. Notify families when UV-related changes materially affect a scheduled event or program.

Emergency communications

For urgent hazards, use the school's emergency operations procedures and official emergency directions. Do not delay protective action while waiting to complete routine notifications.

8. Mitigation Measures and Site Preparedness

Heat and hydration

- Maintain accessible drinking water and refill options; plan water breaks during outdoor activities.
- Identify shaded areas and indoor cooling spaces that can be used during hot conditions.
- Check fans, cooling equipment, and relevant building systems according to school maintenance procedures.
- Provide equitable access to mitigation measures across grades, programs, and activity areas.

Air quality

- Identify indoor areas suitable for reducing exposure to outdoor smoke and pollution.
- Maintain HVAC and filtration equipment according to manufacturer recommendations and applicable guidance.
- Implement process for relocating activities indoors and communicating restrictions when air quality worsens.

UV and sun protection

- Identify shaded areas available during recess, lunch, PE, sports, and outdoor events.
- Review whether shade is adequate for the number and ages of students expected to use it.
- Establish and communicate school procedures for sunscreen use, including applicable authorization and assistance requirements.
- Include seasonal sun-safety reminders in Newsletter communications.

Severe weather

- Implement shelter locations and routes consistent with the school emergency operations plan.
- Secure or remove loose outdoor items when high winds are expected.
- Keep emergency communication devices and supplies available.
- Review how students with mobility, sensory, medical, or other access needs will be supported during relocation.

9. Staff Training Requirements

All staff who supervise students outdoors shall receive training at the beginning of each school year and during onboarding, with refreshers as needed. Training shall cover monitoring procedures, activity thresholds, decision authority, communication, indoor alternatives, student supervision during transitions, and reporting requirements.

Recognizing distress and responding

- Heat illness: possible warning signs include headache, dizziness, nausea, weakness, muscle cramps, unusual fatigue, heavy sweating, confusion, or collapse.
- Airway or air-quality distress: coughing, wheezing, shortness of breath, chest tightness, or worsening symptoms in a student with a relevant health plan.
- Cold-related distress: persistent shivering, numbness, unusual fatigue, confusion, or loss of coordination.
- Sun/UV effects: painful or reddened skin, blistering, or eye discomfort. UV exposure can occur without overheating.
- Severe emergency signs: confusion, fainting, seizure, collapse, severe breathing difficulty, or other signs of a life-threatening condition.

Response steps

1. Stop the activity and move the student away from the hazard to a safer shaded or indoor location, when doing so is safe.
2. Notify the administrator and first-aid designee promptly.
3. Follow the student's health plan and provide first aid only within the staff member's training and school procedures.
4. Call 911 for severe symptoms or suspected life-threatening emergencies; do not delay emergency assistance.
5. Contact the parent/guardian when appropriate and document the incident under school procedures.
6. For suspected heat stroke or another medical emergency, call 911 immediately and follow dispatcher instructions.

10. Coordination with Local Agencies and Experts

The LEA/site shall maintain current access to relevant sources and contacts, as appropriate, including:

- National Weather Service and official weather alerts.
- Local air quality management district and AirNow.gov.
- LA county emergency management and public safety agencies:
  - **Life-Threatening Emergencies**: Dial **911**
  - **Non-Emergency Police (LAPD)**: Call **1-877-275-5273** (1-877-ASK-LAPD)
  - **Anonymous Tip Line**: Call **1-877-527-3247** (1-877-LAPD-24-7)
  - **Terrorist Threats Hotline**: Call **1-877-284-7328**
  - **City Non-Emergency Services**: Dial **311**
- Local fire department (Station 67), emergency medical services, and public health department.
- Qualified school health personnel and other relevant safety or environmental health experts.

Immediate Crisis & Hotline Resources

- **911 / Psychiatric Emergency:** Call immediately if there is an active physical danger to yourself or others; inform the dispatcher it is a mental health crisis.
- **988 Suicide & Crisis Lifeline:** Call, text, or chat at **988** for free, confidential, 24/7 support across the county (press 1 for veterans, or use TTY dial 711 then 988). [1]
- **LACDMH 24/7 ACCESS Line:** Call **1-800-854-7771** for clinical screening, crisis counseling, and dispatch of Psychiatric Mobile Response Teams (PMRT). [1, 2]
- **Crisis Text Line:** Text **HOME** to **741741** (or text keyword **"LA"**) for free, text-based 24/7 crisis support.
- **Substance Abuse Service Helpline:** Call **1-844-804-7500** for urgent co-occurring mental health and addiction support.

Government & Public Agencies

- **Los Angeles County Department of Public Health - Environmental Health Headquarters**: Oversees food safety, drinking water quality, vector/rodent control, and rental housing habitability across the county (excluding Long Beach, Pasadena, and Vernon). [1, 2]
- **Toxicology and Environmental Assessment Branch**: Part of the county's public health network, providing data and tracking on indoor and outdoor air pollution and noise regulations. [1]
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Coordination may include reviewing public guidance, receiving alerts, confirming shelter or air-quality recommendations, consulting on site-specific hazards, and updating contact information. Maintain an accessible list of relevant contacts and review it annually.

11. Annual Review, Evaluation, and Updates

Consistent with EC §33355(b)(3), the LEA shall review and evaluate this plan at least annually and update it as needed to incorporate best practices, address emerging concerns, reflect changing weather patterns and safety practices, and consider stakeholder feedback.

- Review current statutes, CDE guidance, public-health recommendations, and applicable sport-specific requirements.
- Evaluate weather logs, activity modifications, incidents, near misses, family/staff feedback, and resource availability.
- Assess whether thresholds and decision timelines were practical and whether indoor alternatives and mitigation resources were adequate and equitable.
- Review UV procedures, shade availability, sunscreen processes, and staff awareness of UV Index forecasts.
- Update the plan, communicate changes to staff and families as appropriate, and document the review date, participants, revisions, and approval.

Review record:

Review date: _____

Review team / participants: _____

Summary of findings and changes: _____

Approved by / title: _____

Approval date: _____

12. Site-Specific Implementation Checklist

☐ Assign a primary and backup weather monitor: Kristy Mack-Fett/Megan Helms, Angela Rodriguez

☐ Identify decision-maker(s) and communication channels: Kristy Mack-Fett/Megan Helms, MailChimp, SimpleText

☐ Post or share current monitoring sources and alert procedures: Employee Training

☐ Identify shaded areas, indoor cooling areas, and clean-air indoor options: Classrooms, Gym, Library

☐ Identify indoor alternatives for recess, PE, lunch, athletics, and events: Classrooms, Gym, Library

☐ Establish sunscreen procedures consistent with applicable requirements: Parent education, student implementation

☐ Identify shelter locations and routes for severe weather: See additional SERT documentation

☐ Train staff: BOY PD

☐ Maintain local agency contact information: See above

☐ Complete and document annual review: See above and below

13. Approval

LEA / School Name: _____

Plan Administrator: _____

Signature: _____ Date: _____

Governing Board Approval (if applicable): _____

Next Scheduled Review: _____

Reference Resources

- California Education Code §33355(b)(1)–(3) and current California Department of Education guidance.
- National Weather Service: https://www.weather.gov/
- AirNow: https://www.airnow.gov/
- U.S. Environmental Protection Agency, UV Index and sun safety: https://www.epa.gov/sunsafety
- Centers for Disease Control and Prevention, sun safety: https://www.cdc.gov/skin-cancer/sun-safety/