Ocean Charter School
Location Code: 5962

2026-2027
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 *Training for 26/27 will take place on 8/6/26	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.)
(b)(1) Plan is written and developed by a school site council (SSC) **(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	26/27 CSSP draft created 6/10/26 and may be approved on 6/25/26	Planning committee roster: Kristy Mack-Fett Megan Helms Debbie Tripp Gina Garcia-Sharp Jasmine Lavender Tomoko Seo Maryangee Cano Angela Rodriguez

(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 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 Effective January 1, 2019, Assembly Bill 1747 expanded the requirements of this section as noted here	Updated CSSP will be sent to LAPD: contact.lapdonline@gmail.com, and LAFD CERT: lafdcert@lacity.org, Upon approval after 6/25/26 Board Meeting	

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:		
(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: • Office Referrals • Property Damage data • Suspension/Expulsion data • Attendance rates/School Attendance Review Board • California Healthy Kids Survey • School Improvement Plan	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	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 Weekly SSC/administration meetings to discuss state of school and action plans

(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:		
(A) Child Abuse Reporting procedures	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Child Abuse Reporting Policy in the Parent/Student Handbook, as well as the Employee Handbook
(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:	OCS collaborates with the Readiness and Emergency Management for Schools https://rems.ed.gov/, and implements guidance from https://www.ada.gov/topics/emergency-planning/	OCS uses the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting *California Code of Regulations*

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)

(i) Earthquake emergency procedure system that includes: (I) A school building disaster plan **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: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes (II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	6-10-26	Please see a summary of the OCS SERT Plan. For more details about this plan, please email operations@oceancs.org.
(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency	Communication with American Red Cross on 6/10/26 at LosAngelesRegion@redcross.org	https://www.redcross.org/local/california/los-angeles.html

(C) Suspension/Expulsion policies and procedures	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Parent/Student Handbook
(D) Procedures to notify teachers of dangerous pupils	6-10-2026 – Care Team Process	Must be documented on Internal Case Management Log

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Title IX section of the Parent/Student Handbook
(F) Schoolwide Dress Code – No images are permitted, including gang-related logos and images	6/10/26 – Note that 26/27 Parent Student	See the Dress Code section of the Parent/Student Handbook

	Handbook will be updated to the OCS website after Board approval on 6/25/26	
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Campus Access section of the Parent/Student Handbook
(H) Maintain a safe and orderly environment conducive to learning at the school	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Social Responsibility and Environment section of the Parent/Student Handbook
(I) Rules and procedures on school discipline are established	6/10/26 – Note that 26/27 Parent Student Handbook will be updated to the OCS website after Board approval on 6/25/26	See the Tiered Behavior Intervention section of the Parent/Student Handbook

(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 **Note:** Effective January 1, 2019, AB 1747 requires the inclusion of these procedures	6-10-26 – After School SERT Plan (email operations@oceancs.org for details), SERT Plan summary (please email operations@oceancs.org for more details)	Ongoing consultations on SERT plan - https://www.lapdcsp.org/
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Committee and Board Mtgs	Governance, Board of Trustees, DEIC, public stakeholders
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented 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)	www.oceancs.org SERT, EP, and CSSP is updated before the start of each school year.	Please see website for board approved CSSP Note: Updated documents for 26/27 will be uploaded to the OCS website after board approval on 6/25/26

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)

(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP **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 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	Training video assigned to employees: https://oceancharterschool-ccsa.safeschools.com/training/launch/course_version/837464BA-5639-11E9-9764-86AC2E253C89?splash=0	See the Bullying and Cyberbullying Prevention Procedures section of the Parent/Student Handbook Cyberbullying training by Vector videos for employees.

Section 32282.1	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus **(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	6-10-2026 – Care Team Process SERT Team Roles (email operations@oceancs.org for more details)	School counselors – independent contractors and Charters Choice

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	6-10-26 - 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 3/1/26 *26/27 draft up for approval 6/25/26	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	Uploaded to CDE submissions site on 3/1/26 *26/27 draft will be uploaded after approval on 6/25/26	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	Board Mtg on 6/25/26	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 property.

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 assistant 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

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:

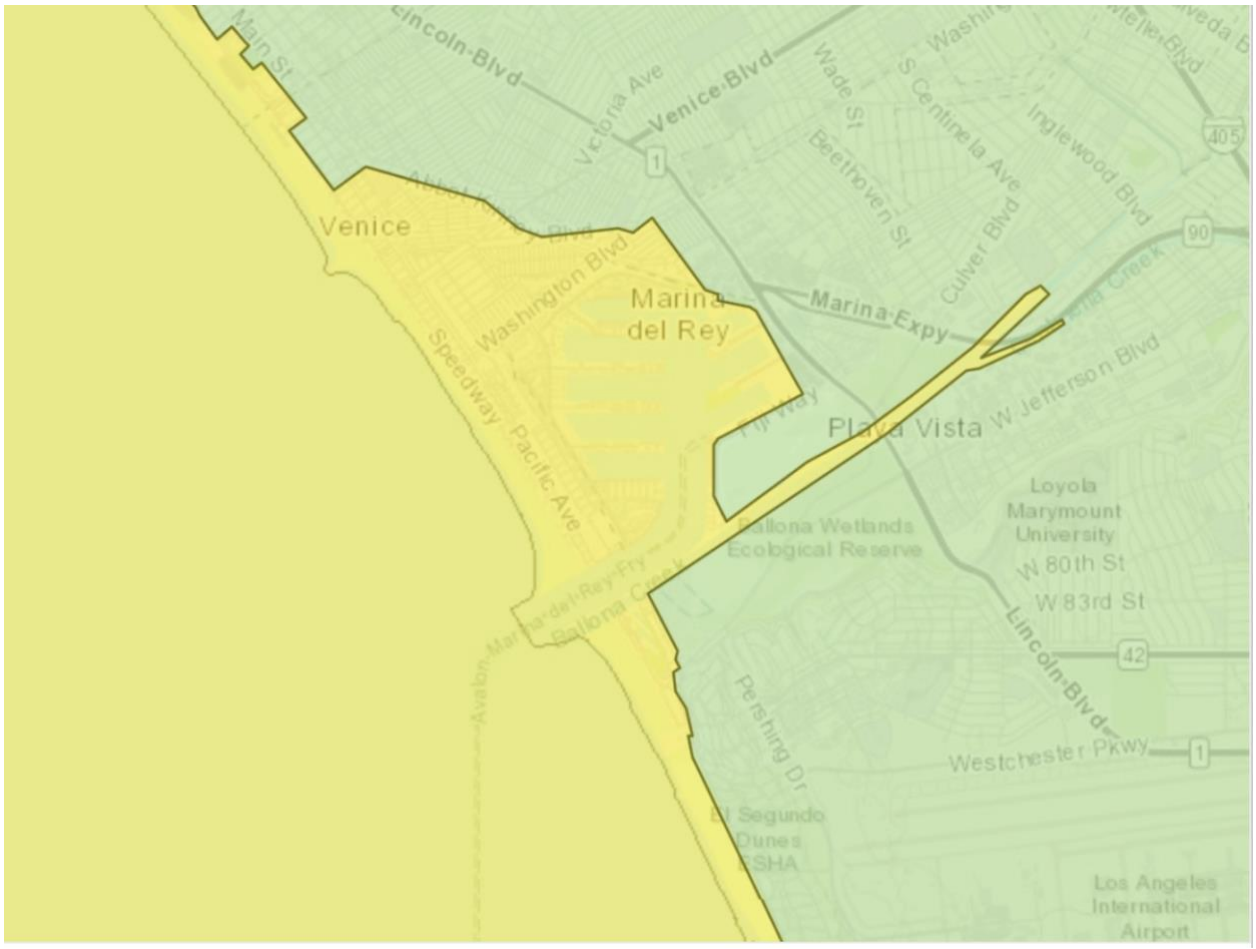
4. This will give details of the situation that occurred and its final result.
5. Indicate location and time of student release
6. Instruct parents and guardians on the procedures to pick up students
    a. Parent/guardian documentation needed at pick up time

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.

Tsunami Protocol

The tsunami plan for Ocean Charter School at 12870 Panama St. is a **stay-at-school accountability plan with a preplanned inland evacuation backup**. This is not an automatic evacuation after every coastal warning.

California's official mapping indicates that Panama Street and Beethoven is **outside the mapped tsunami hazard area** (California Geological Survey)



1. If strong earthquake shaking occurs; follow Emergency Preparedness Plan

- Everyone immediately **Drops, Covers, and Holds On**.
- When shaking stops, SERT check for structural damage, fire, gas leaks, and injuries
- Evacuate buildings to on campus evacuation areas
- Teachers bring emergency backpacks with rosters
- Triage team brings medications
- Reunion gate team brings student-release materials
- Do **not** begin a tsunami evacuation merely because an earthquake occurred unless:
    - officials order the campus to evacuate
    - updated mapping places the campus in the hazard area
    - flooding or another immediate danger threatens the campus.

2. If a tsunami watch or advisory is issued

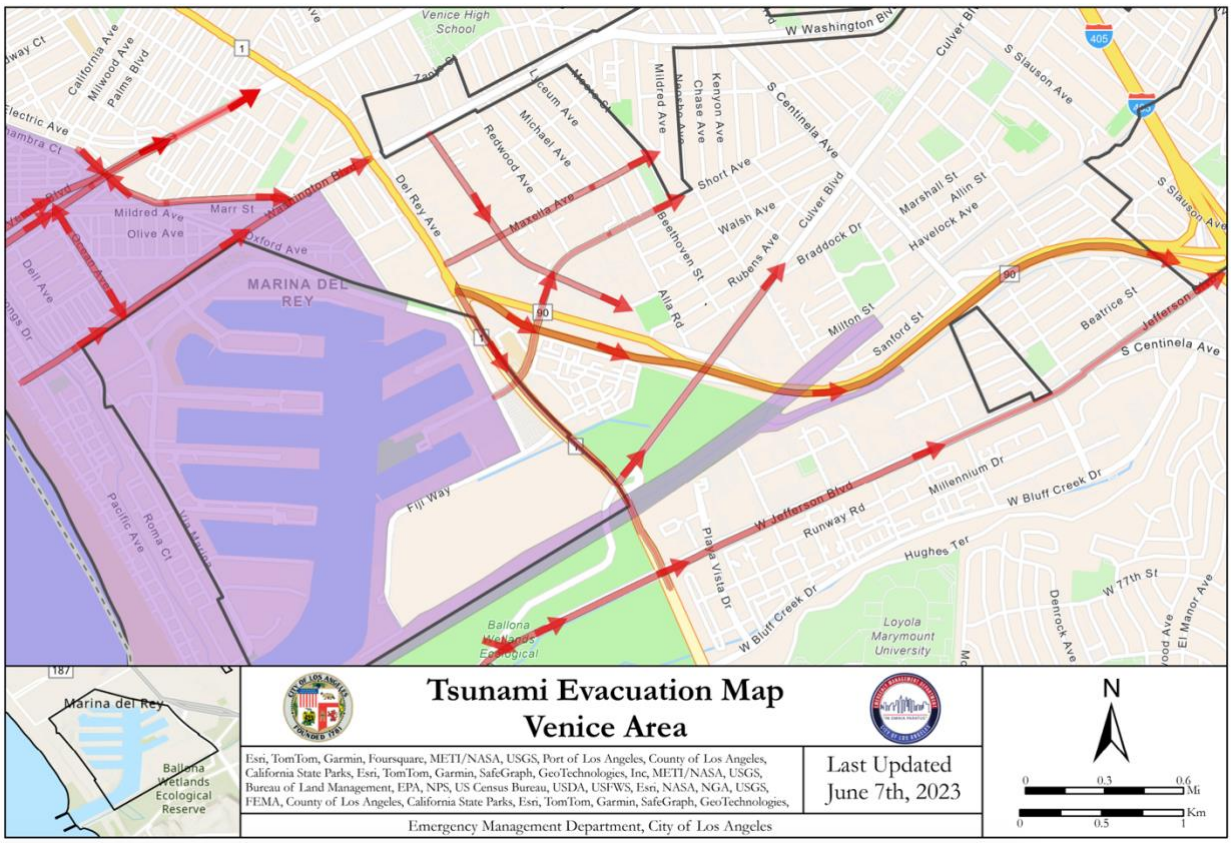
Because the campus is mapped outside the hazard area:

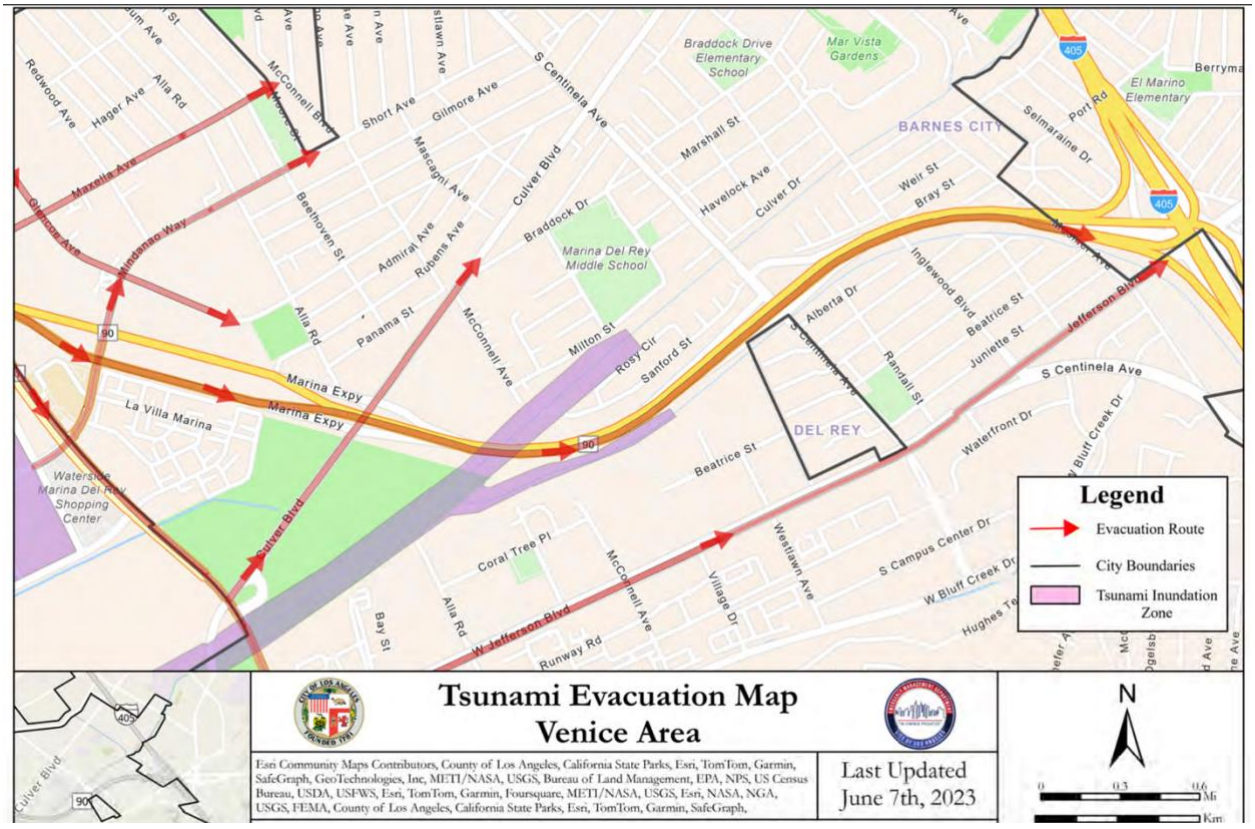
- Students and staff remain on campus

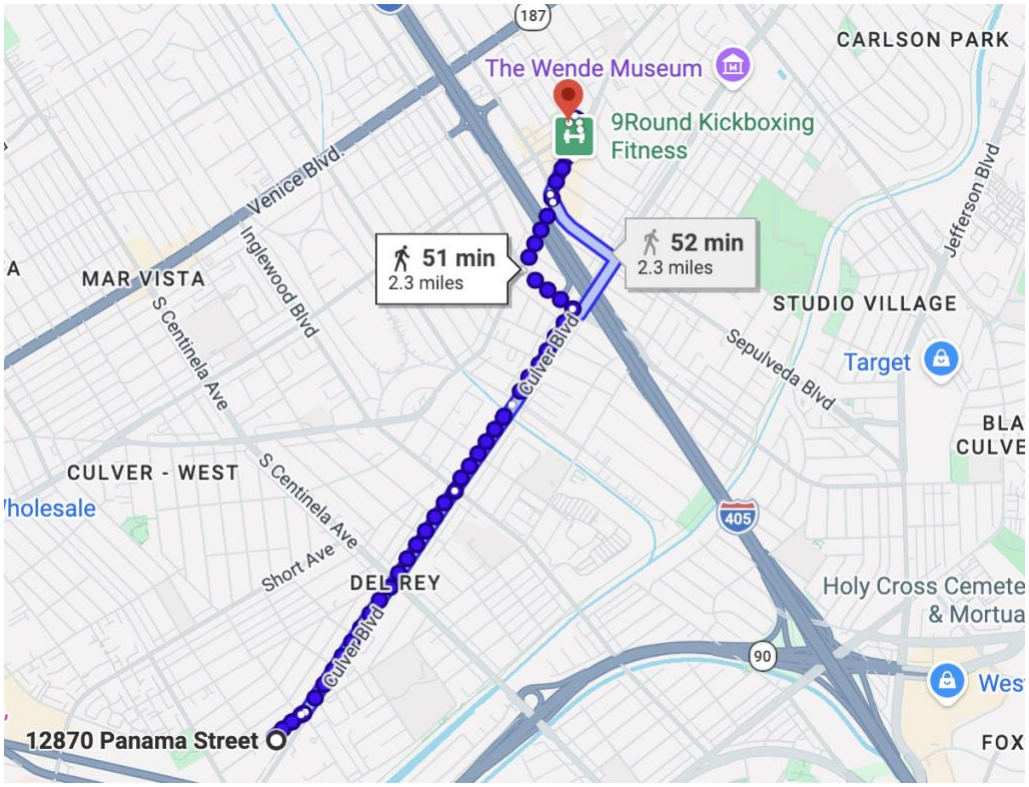
- Trips, practices, and activities near beaches, Marina del Rey, Ballona Creek, wetlands, canals, and harbor areas are cancelled
- SERT monitors official alerts continuously
- SERT prepares for a possible evacuation order without dismissing students
- Communicate to families **not to come to campus** unless instructed; unnecessary traffic could interfere with emergency operations

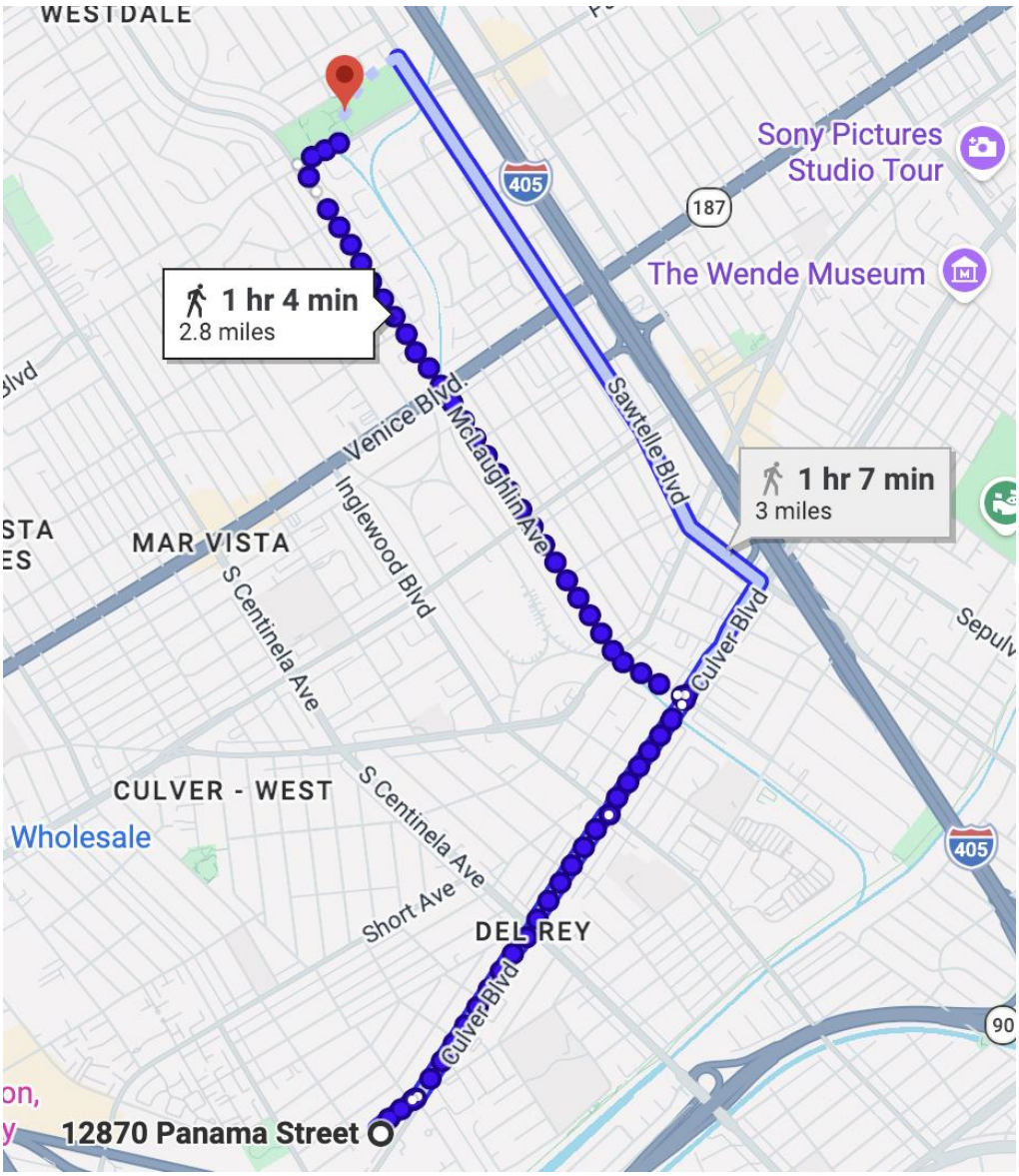
3. If a tsunami warning or evacuation order includes the campus

- OCS will follow the geographic evacuation instructions from public-safety officials immediately
- All on campus will evacuate **on foot whenever authorities recommend it**
    1. Route: head at least on mile East on Culver Blvd, aiming to reach Tellefson Park, 11057 Washington Pl, Culver City, CA 90232, 2+ miles Noth East
    2. If the park area is unsafe, the next destination will be North East to Mar Vista Recreation Center, 11430 Woodbine St, Los Angeles, CA 90066. These will also serve as reunification sites.
    3. 6th grade classes will pair with TK classes, 7th grade classes will pair with Kinder classes, and 8th Grade classes will pair with 1st grade classes to assist in the on-foot transportation of the youngest students. SPED staff and SERT will assist others who may have difficulty during the evacuation.
    4. Communication officer will send a family message explaining that students will not be released during the active evacuation movement.
    5. Communication officer will send a family message explaining reunification instructions at the final evacuation location once authorities give the all-clear.




Tsunami Evacuation Map
Venice Area
Last Updated
June 7th, 2023
Legend
Evacuation Route
City Boundaries
Tsunami Inundation Zone
N
Esri Community Maps Contributors, County of Los Angeles, California State Parks, Esri, TomTom, Garmin, SafeGraph, GeoTechnologies, Inc, METI/NASA, USGS, Bureau of Land Management, EPA, NPS, US Census Bureau, USDA, USFWS, Esri, TomTom, Garmin, Foursquare, METI/NASA, USGS, Esri, NASA, NGA, USGS, FEMA, County of Los Angeles, California State Parks, Esri, TomTom, Garmin, SafeGraph,
Braddock Drive Elementary School
Mar Vista Gardens
El Marino Elementary
BARNES CITY
Marina Del Rey Middle School
DEL REY
La Villa Marina
Marina Expy
Venice Blvd
Culver Blvd
Jefferson Blvd
S Centinela Ave
W Jefferson Blvd
Runway Rd
Beatrice St
Waterfront Dr
S Campus Center Dr
W Bluff Creek Dr
Westlawn Ave
Village Dr
McConnell Ave
Alta Rd
Panama St
Milton St
Rosy Cir
Santford St
Randall St
Juniette St
Inglewood Blvd
Alberta Dr
Coral Tree Pl
Bay St
Admiral Ave
Rubens Ave
Beethoven St
Mascagni Ave
Gilmore Ave
Short Ave
Marshall St
Havelock Ave
Culver Dr
Braddock Dr
Weir St
Bray St
Port Rd
Selmaraine Dr
Hughes Te


The Wende Museum
9Round Kickboxing Fitness
51 min
2.3 miles
52 min
2.3 miles
CARLSON PARK
MAR VISTA
STUDIO VILLAGE
CULVER - WEST
DEL REY
Venice Blvd
Inglewood Blvd
S Centinela Ave
Culver Blvd
Jefferson Blvd
Sepulveda Blvd
Target
Short Ave
Holy Cross Cemete
& Mortua
12870 Panama Street
187
405
90



- OCS will not use the roof as a vertical-evacuation location unless emergency officials instruct to do so
- OCS will maintain classroom groups with the lead teacher and support staff
- Teachers will take attendance:
    1. before leaving campus
    2. before and after crossing streets
    3. upon reaching the evacuation location
    4. after a movement or student release
- Remain at the safe location until officials issue an all-clear

*Tsunamis arrive in a series, and the first wave may not be the largest.

Alerts and Communications:

Emergency alerts and OCS emergency communication methods:

- Wireless Emergency Text Alerts (Simple text)
- Alert LA County
- Battery-powered NOAA weather radio
- SERT monitoring of Tsunami.gov
- OCS Emergency WhatsApp
- MailChimp communications
- Los Angeles County Tsunami Hazard Areas

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 are currently being serviced for an updated expiration date of July 2011.

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: 2011

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:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
   a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
   b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided

written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal.

If a parent, guardian, or educational rights holder 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, or educational rights holder requests a hearing, the student shall

remain enrolled and shall not be removed until the Charter School issues a final decision.

As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil’s overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973.

As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual.

Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable,

which shall contain:
• Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
• Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
• Copy of parental notice of expulsion hearing
• Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions: A. Was the misconduct caused by, or directly and substantially related to the student’s disability? B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission.

Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act. Gun Safety Notice: At the beginning of the school year, OCS shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

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.

OCS Safe School Commitment

At OCS, we are a safe school. We are a caring community where everyone feels safe to learn. Our Safe School Agreements We agree to:
• Accept everyone's differences and how they make us special
• Use kind language
• Give put ups to ourselves and others
• Work together to keep our school safe for everyone
• Protect each other's bodies and hearts
• Accept responsibility for our words and actions without excuses

Our Safe School Guidelines

We will:
1) Respect differences of all types – physical, mental, social, emotional and spiritual. 2) Choose our words and actions to help, not hurt, others.
3) Work to keep our school free of verbal and nonverbal put-downs regarding the following:
a. Academic progress
b. Age
c. Appearance/body image/mannerism
d. Athletic ability
e. Belief systems
f. Cultural, ethnic and/or racial background
g. Family background and family composition
h. Friendships
i. Languages
j. Learning styles
k. Physical challenges
l. Sexual harassment of any type, including gender stereotypes and homophobic taunts.
m. Use language that is appropriate for school
n. Stand against physical abuse, taunts, or threats

As a safe school, we will accept responsibility for our words and actions without excuses.

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.
• 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.

Parent/Caregiver Code of Conduct - Family Rights and Responsibilities

Parent/Caregiver Rights

Ocean Charter School parents/caregivers have the right to:
• Be treated with respect and 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;

Parent/Caregiver 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 II - Responsive Discipline

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:
• Conflict resolution
• Making a card/picture as a way of recognizing and, if sincere, apologizing for what they have done
• Peer mediation
• Taking a "break"
• Warning(s)
• "Visiting" another classroom
• Completing a Self-Reflection sheet
• Office referral
• Discipline Incident report completed and parent informed
• Parent conference
• SST referral and meeting
• Referral to OCS counselor
• Meeting with administrator
• Loss of privileges
• Detention
• Regular check-in as needed
• Behavior Intervention contract

Tier III - Intensive Discipline

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:
• Parent/student conference
• SST meeting(s)
• Referral to OCS counselor
• Daily Behavior Intervention contract

• Daily check-in with administrator
• “Visiting” another classroom for a prolonged period of time
• Detention
• Loss of privileges
• Multi-agency partnerships and intensive skills training
• Additionally, the following responses can be considered:
• In-school suspension
• Out-of-school suspension
• Expulsion

Professional Development

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

Grounds for Suspension and Expulsion

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

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.

The Charter School administration shall ensure that students and their parents/guardians 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 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).

Suspension Enumerated Offenses 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:
a. 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.
b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
c. Causing a reasonable student to experience substantial interference with their academic performance.
d. 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:
a. A message, text, sound, video, or image.
b. A post on a social network Internet Web site including, but not limited to:
1. 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.
2. 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.
3. 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. 3. An act of cyber sexual bullying.
1. 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.
2. 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.

Expulsion 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

In-School Suspension

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. The maximum number of days of in-school suspension will not exceed five (5) days per incident and ten (10) days per school year.

Out-of-School Suspension Procedures

Position(s) Authorized to Suspend Students

Ocean Charter School shall comply with Education Code 48900. Pursuant to that statute, a student shall not be suspended from school or recommended for expulsion, unless the Executive Director or Director or their 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 their 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 their 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 201 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.

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.

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; 207
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.

Interim Alternative Educational Setting

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

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.
d. 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.

Notifying teachers of dangerous pupils

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 student [3] or students in fear of harm to that student's or those students' person or property.

[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.

2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience 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.

<u>Complaint Procedures</u>

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 the Parent 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 assistant, 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 ASSIGNEMEMTS:

-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 MEDIUMN 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 assistant, and send text alert to the community letting them know of the lockdown.

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

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

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

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

Immigration Enforcement Response and Notification

Safe Haven

Ocean Charter School (OCS) wholeheartedly embraces its commitment to providing safe, stable, nurturing, and welcoming environments for all students and staff.

Ocean Charter School's policy is to prohibit unlawful discrimination, harassment and retaliation on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation, military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in the educational programs or activities the district operates.

All Ocean Charter School staff and students are entitled to their First Amendment right to free speech, but harassment, discrimination and bias-based harm have no place in Ocean Charter School and will not be tolerated.

Ocean Charter School encourages engagement with students to discuss difficult, controversial, or emotionally charged topics in a safe and productive manner. In doing so, Ocean Charter School provides guidance and resources for supporting, managing, and reflecting on student civil discourse, civic learning, and civic engagement. This includes recognizing the factors that have shaped perspectives, including life experience, family, culture and identity. The purpose is to provide space where young people generate questions, explore their curiosities, analyze aspects of our society and government, and strengthen their civic engagement skills.
Ocean Charter School students, staff, and families originate from many different countries besides the United States, may have received temporary legal status under Deferred Action for Childhood Arrivals (DACA), may be undocumented and/or may live in mixed status households (meaning one

or various members of the family can be undocumented while others have some kind of temporary or permanent status).

Ocean Charter School reflects the diverse population of the world, which our school celebrates in many ways through a student's daily experience.
Ocean Charter School is committed to ensuring all students have access to a high-quality, well-rounded, rigorous, and joyful education. To achieve this, Ocean Charter School will continue its work to ensure that students see themselves reflected in the curriculum by incorporating people from historically marginalized and underrepresented groups and identities into its lessons.
Ocean Charter School will work alongside its education partners, immigrant rights advocates, LGBTQIA+ allies and advocates, and other community-based organizations to support students, staff, and families experiencing fear and uncertainty by:

· providing resources, training, and support for district students, staff, and families on topics including immigrant rights; various legal statuses; relevant federal, state, and local policy; relevant district protocols; and promoting the health and wellbeing of impacted students, staff, and families; and
· providing resources and support to LGBTQIA+ students, particularly transgender youth, to ensure their right to adequate mental and physical healthcare; and
· hosting a website, hotline, and online reporting form; and
· advocating at the state and federal levels to support LGBTQIA+ individuals, Deferred Action for Childhood Arrivals (DACA) recipients, temporary protective status, and refugee resettlement programs, as well as opposing the creation of a Muslim registry system or policies that erode civil rights protections; and
· not assisting the US Immigration and Customs Enforcement (ICE) in the enforcement of federal civil immigration law, and not permitting access to district facilities or personnel, except in instances in which the school is provided with a warrant; and
· welcoming all students, staff and their families regardless of characteristics including legal immigration status, gender identity or sexual orientation, race, ethnicity, religious affiliation, or other protected class.

Adopted and approved by the Board of Trustees of Ocean Charter School at the regular meeting held on the 6th day of February 2025.

Annual Information Notice to Parents and Guardians

General Information Policy

Ocean Charter School must provide an annual notice to parents and guardians of the school's general information policies that includes:

✓ ·Assurances that Ocean Charter School will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
✓ ·A description of the types of student records maintained by the Ocean Charter School.
✓ ·A list of the circumstances or conditions under which the Ocean Charter School might release student information to outside people or entities.

✓ ·A statement that, unless Ocean Charter School is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, Ocean Charter School shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

✓ ·Even for those exceptions that permit the release of education records without parental consent, Ocean Charter School is required to notify the student and their family unless an exception exists. OCS' policy should explain these exceptions that do not require prior notification. See OCS' Policies and Procedures Regarding Information Sharing

Directory Information Policy

If Ocean Charter School decides to release directory information, Ocean Charter School shall provide an annual notice to parents and guardians, and eligible students in attendance, of the Ocean Charter School directory information policy that includes:

✓ ·The categories of information that Ocean Charter School has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).

✓ ·A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Ocean Charter School receives consent as required under state law).

✓ ·The recipients of the directory information.

✓ ·A description of the parent's, guardian's, or eligible student's abilities to refuse release of the student's directory information, and how to refuse release.

✓ ·The deadline in which the parent, guardian, or eligible student must notify the school in writing that they do not want the information designated as directory information.

Collecting and Retaining Student Information Policy

The Executive Director shall maintain in writing Ocean Charter School (OCS) policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If Ocean Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, OCS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Ocean Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school.

Ocean Charter School shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

Policies and Procedures Regarding Information Sharing

Ocean Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with the Family Educational Rights and Privacy Act (FERPA).
Ocean Charter School personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

✓ Notify a designated OCS official about the information request.

✓ Provide students and families with appropriate notice and a description of the officer or employee's request.

✓ Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes.

✓ Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information.

Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Ocean Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
Ocean Charter School shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.
Ocean Charter School should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the agency. No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with requirements set forth in Section 99.31(a)(9)(ii) of Title 34 of the Code of Federal Regulations. If faced with an administrative subpoena, OCS personnel will consult legal counsel to determine how or whether to respond as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS, without a court order, judicial warrant, or judicial subpoena. Ocean Charter School's request for written parental, guardian, or eligible student consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. Ocean Charter School shall permanently keep the consent notice with the record file.
The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Ocean Charter School shall not release the information.

If the request seeks information regarding an employee or teacher of the local educational agency, the same procedures as above should be followed, except that the Human Resources Coordinator should be consulted first.
For any requests for information, Ocean Charter School is under no obligation to produce the records or information immediately. Rather, Ocean Charter School should note any designated date for production of records, if one is indicated in the request, and convey that to the Executive Director or Assistant Director.
Ocean Charter School should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the Executive Director or Assistant Director.

Inquiries About Social Security Numbers or Cards

Ocean Charter School shall not solicit or collect entire Social Security numbers or cards.

Ocean Charter School shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs or for Live Scan clearances for parent volunteers and all employees.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Ocean Charter School shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

Ocean Charter School shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Ocean Charter School personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Ocean Charter School personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Registrar of Ocean Charter School shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Local agencies shall note the method of age verification but are not required to maintain a copy of the document used to show age.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Ocean Charter School's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration enforcement officers—shall enter or remain on school grounds of Ocean Charter School without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide, to the extent practicable, the following information to the principal or designee:

- ✓ Name, address, occupation;
- ✓ Age, if less than 21;
- ✓ Purpose in entering school grounds;
- ✓ Proof of identity; and
- ✓ Any other information as required by law.

Ocean Charter School shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

Ocean Charter School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Ocean Charter School personnel shall report entry by immigration enforcement officers to the appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Parental Notification of Immigration Enforcement Actions

Ocean Charter School personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.
Ocean Charter School personnel shall immediately notify the student's parents or guardians if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Responding to On-Campus Immigration Enforcement

As early as possible, Ocean Charter School personnel shall notify the Executive Director or Assistant Director of any request by any officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Executive Director or Assistant Director, Ocean Charter School personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before proceeding with their request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or Assistant Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for their reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Ocean Charter School personnel should comply with the officer's orders and immediately contact the Executive Director or Assistant Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the officer has:
    - *an ICE (Immigrations and Customs Enforcement) administrative warrant, OCS personnel shall inform the officer that they cannot consent to any request without first consulting with Ocean Charter School's counsel or other designated agency official.*
    - a federal judicial warrant (search-and-seizure warrant or arrest warrant; prompt compliance with such a warrant is usually legally required. If feasible, consult with Ocean Charter School's legal counsel, Executive Director, or Assistant Director before providing the agent access to the person or materials specified in the warrant.

- a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Ocean Charter School personnel shall inform Ocean Charter School's legal counsel, Executive Director, or Assistant Director of the subpoena, and await further instructions on how to proceed.

8. While Ocean Charter School personnel should not consent to an officer seeking access for immigration enforcement purposes, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Ocean Charter School personnel shall document their actions while on campus and if feasible, accompany them at all times.

9. After the encounter with the officer, Ocean Charter School personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

   ✓ ·List or copy of the officer's credentials and contact information;

   ✓ ·Identity of all school personnel who communicated with the officer;

   ✓ ·Details of the officer's request;

   ✓ ·Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;

   ✓ ·Ocean Charter School personnel's response to the officer's request;

   ✓ ·Any further action taken by the agent; and

   ✓ ·Photo or copy of any documents presented by the agent.

10. Ocean Charter School personnel shall provide a copy of those notes, and associated documents collected from the officer, to Ocean Charter School's legal counsel or to the Executive Director or Assistant Director.
11. In turn, Ocean Charter School's legal counsel or Executive Director or Assistant Director shall submit a timely report to the Ocean Charter School Board of Trustees regarding the officer's requests and actions and Ocean Charter School's response(s).

E-mail the ***Bureau of Children's Justice*** in the ***California Department of Justice***, at ***BCJ@doj.ca.gov***, regarding any attempt by an officer or employee of an agency to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of a Student's Family Member

Ocean Charter School shall encourage families and students to have and know their emergency phone numbers and to know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Ocean Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

Ocean Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

Ocean Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Ocean Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the Ocean Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on on behalf of the student. The Ocean Charter School shall only contact Child Protective Services if the Ocean Charter School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Ocean Charter School shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

Ocean Charter School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

This information shall include information related to "Know Your Educational Rights" guide established by the Attorney General.

Ocean Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

Ocean Charter School shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

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

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

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

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

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

✓ ·Ocean Charter School shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.

✓ ·Ocean Charter School shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

EXTREME WEATHER RESPONSE PLAN

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]

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: _____

Shelter Procedures During an Evacuation Order

Purpose

To ensure the safety, accountability, supervision, and well-being of all students and staff when a civil authority or emergency agency issues an evacuation order requiring relocation from the school site.

Activation

These procedures shall be implemented when:

- A mandatory evacuation order is issued by local emergency officials.
- School administrators determine that remaining on campus presents an imminent threat to health or safety.
- Direction is received from law enforcement, fire officials, emergency management personnel, or district leadership.

Incident Command Structure

The Executive Director or designee shall serve as the Incident Commander and shall:

- Coordinate evacuation and shelter operations.
- Maintain communication with district leadership and emergency responders.
- Ensure student accountability throughout the event.
- Authorize student release procedures.

Evacuation and Relocation Procedures

Prior to Departure

Staff shall:

1. Take attendance and account for all students.
2. Bring emergency contact information, student rosters, medications, and emergency supplies.
3. Ensure students remain under direct supervision.
4. Report missing students immediately to administration/SERT.

Transportation

- Students shall be transported only through approved emergency transportation resources.
- Staff shall accompany students during transport whenever possible.
- Student rosters shall be maintained during loading, transport, and unloading.

Arrival at Shelter Site

Upon arrival:

1. Teachers shall immediately account for all assigned students.
2. Attendance shall be taken and reported to the Incident Commander.
3. Students shall be assigned designated shelter areas.
4. Staff shall maintain supervision ratios consistent with district policies whenever possible.

Shelter Operations

Student Supervision

- Students shall remain under continuous supervision by school employees.
- Staff shall maintain visual contact with students at all times.
- Student movement within the shelter shall be monitored and documented as necessary.
- No student shall be released to any individual without authorization through established reunification procedures.

Health and Welfare

Staff shall:

- Monitor students for signs of illness, injury, emotional distress, heat-related illness, or other medical concerns.
- Refer students needing assistance to designated health personnel.
- Ensure access to food, water, sanitation facilities, and appropriate rest areas when available.

Student Reunification

When authorized:

1. Parents/guardians shall be notified through OCS email and text systems.
2. Identification shall be verified before releasing a student.
3. Student release documentation shall be completed.
4. The name, relationship, time, and destination of the student shall be recorded.

Procedures for the Supervision and Protection of Children from Abuse or Neglect During Emergency Sheltering

Purpose

To ensure students remain protected from abuse, neglect, exploitation, harassment, and other forms of harm while under school supervision during emergency sheltering or relocation operations.

Supervision Standards

During shelter operations:

- Students shall remain under the supervision of authorized school employees.
- Staff shall maintain appropriate student-to-adult supervision ratios whenever possible.
- Students shall be grouped by age and grade level when practical.
- Staff shall conduct regular head counts and attendance checks.

Restricted Access

To protect students:

- Access to student areas shall be restricted to authorized personnel.
- Visitors, volunteers, and unauthorized individuals shall not have unsupervised access to students.

- Emergency responders and support personnel working with students shall follow district and agency protocols.
- Any suspicious individual shall be reported immediately to OCS leadership and law enforcement.

Two-Adult Practices

Whenever feasible:

- Student interactions in private or isolated areas shall occur in the presence of at least two authorized adults.
- Restroom, medical, counseling, and transportation activities shall include appropriate safeguards to prevent one-on-one unsupervised situations.

Monitoring for Abuse or Neglect

Staff shall remain alert for:

- Physical injuries inconsistent with explanations provided.
- Signs of neglect, abandonment, or lack of caregiver supervision.
- Emotional distress, fear, or disclosure of abuse.
- Inappropriate interactions between adults and students.

Mandated Reporter Responsibilities

All mandated reporters shall:

- Continue to fulfill reporting obligations during emergency operations.
- Immediately report suspected child abuse or neglect in accordance with applicable state law and district policy.
- Notify the Incident Commander or designated administrator of concerns while ensuring required reports are made to appropriate authorities.

Student Privacy and Dignity

Staff shall:

- Protect student confidentiality.
- Provide privacy during medical care, hygiene activities, and changing of clothing when possible.
- Ensure students are treated with dignity and respect regardless of age, disability, race, gender, language, socioeconomic status, or immigration status.

Unaccompanied or Vulnerable Students

Special attention shall be provided to:

- Students separated from parents or guardians.
- Students with disabilities.
- Foster youth.
- Homeless students.
- English learners.
- Students experiencing emotional distress or trauma.

Designated staff shall maintain documentation and provide additional supervision and support as needed.

Reporting and Documentation

Any allegation, suspicion, or observed incident involving abuse, neglect, exploitation, harassment, or endangerment shall be:

1. Reported immediately to OCS leadership.
2. Documented according to district procedures.
3. Reported to the appropriate child welfare or law enforcement agency as required by law.
4. Followed by actions to ensure the immediate safety of the student.

Training

School employees shall receive annual training on:

- Emergency shelter supervision procedures.
- Child abuse and neglect reporting requirements.
- Student reunification procedures.
- Trauma-informed practices.
- Protection of vulnerable populations during emergencies.

These procedures shall remain in effect for the duration of the evacuation, sheltering operation, and reunification process until all students have been safely released or returned to normal school operations.