

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Special Meeting

February 27, 2023

5:30 p.m. – Open Session

Teleconference

Zoom Meeting: <https://bit.ly/33DU6Mz>

Meeting ID: 998 0701 0685

Password: oceaaboard

Resources: <https://drive.google.com/drive/folders/1vR6L6fdED3PsaltQowyCjzYtbYQ3fa0w?usp=sharing>

MINUTES

I. Call to Order: 5:33 PM

A. Roll Call

Board Members

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

Present

Absent

| | |
|-------|-------|
| _____ | X |
| _____ | X |
| X | _____ |
| X | _____ |
| X | _____ |
| X | _____ |
| _____ | X |
| _____ | _____ |
| _____ | X |
| X | _____ |

Staff/Other

Pedro Llorente, School Director

Mike Limon, President/Executive Director

B. Approval of Agenda

II. Approve OCEAA Board Meeting Delivery to Virtual Platform

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

| | |
|---------------------------------|------------------------------------|
| Action: Approve Virtual Meeting | Motion: BM Second: CA |
| | Vote: BS, CA, BM, SO for 0 against |

III. Public Comment

Opportunity for members of the public to address the Board on agenda items and/or on non-agenda items during regular meetings only

IV. Review and Approve Potential OCEAA Bond Refinance

| | |
|---|------------------------------------|
| Action: Direct staff to proceed with refinancing OCEAA's bonds. | Motion: SO Second: BM |
| | Vote: BS, BO, CA, SO for 0 against |

~~V. Review and Approve Potential Revised Compensation Schedule~~

| | |
|---------|-----------------------------|
| Action: | Motion: ____ Second: ____ |
| | Vote: ____ for ____ against |

VI. Review and Approve Annual School Comprehensive Safety Plan

| | |
|---|------------------------------------|
| Action: Approve Annual School Comprehensive Safety Plan | Motion: BS Second: BM |
| | Vote: BS, BM, CA, SO for 0 against |

VII. Items for Future Meetings

The next regularly scheduled meeting is on March 8, 2023.

VIII. Adjournment

The meeting was adjourned at 6:51 PM.



Certificated Compensation Study Results

February 27, 2023

- **Data Collection Reviewed:** Charter (5 schools) and District (5 schools)
- **Selection criteria:** Geographic proximity, program (dual immersion K-8), historical/most likely competitors, and actual responses received, started this process Dec 15th **(30 school days to complete)**
- **Focus:** Informed by the data collected, we projected OCEAA's long term financial outlook to ensure there was a sustainable approach taken to our commitment to increase teacher compensation within OCEAA's financial capacity. **We developed a 6 year Multi-year projected budget model.**
- **Other resources used throughout process:**
 - Carmen Aparicio: OCEAA Board member with extensive HR experience
 - Ruth Dutton and Paul Khoury: Compensation consultant with extensive Charter school experience
 - Scott Warner: CSMC School Business Manager with extensive Charter school/Accounting experience
 - Employee Survey
- **End of this Presentation:** We want to hear initial thoughts through a simple Google Survey



Compensation Study Process

Compensation Study Reviewed LEA's

School Districts: [\(Link to schedules\)](#)

1. Anaheim Elementary (enrollment of 16k)
2. Santa Ana (enrollment of 45k)
3. Garden Grove (enrollment of 39k)
4. Tustin (enrollment of 22k)
5. Orange (enrollment of 27k)

Charter Schools: [\(Link to schedules\)](#)

(more of an “apples to apples” comparison group)

1. Nova (enrollment of 330)
2. Scholarship Prep (enrollment of 520)
3. Vista Charters (enrollment of 350)
4. El Sol (enrollment of 930)
5. EBC (enrollment of 414)



| | | | Teacher Salary | | |
|------------------|----------------|------------|------------------|------------------|------------------|
| LEA NAME | LEA Type | Enrollment | Teacher Low | Teacher Mid | Teacher High |
| NOVA | Charter | 330 | \$ 59,107 | \$ 73,855 | \$ 88,604 |
| VISTA | Charter | 350 | \$ 59,107 | \$ 77,920 | \$ 96,733 |
| EDWARD B COLE | Charter | 414 | \$ 59,107 | \$ 79,601 | \$ 100,096 |
| OCEAA | Charter | 606 | \$ 59,107 | \$ 79,069 | \$ 99,032 |
| SCHOLARSHIP PREP | Charter | 520 | \$ 61,030 | \$ 74,970 | \$ 88,909 |
| EL SOL | Charter | 930 | \$ 61,793 | \$ 82,364 | \$ 102,934 |
| | | | | | |
| ORANGE | DISTRICT | 27,000 | \$ 59,107 | \$ 78,892 | \$ 98,677 |
| TUSTIN | DISTRICT | 22,000 | \$ 60,818 | \$ 90,912 | \$ 121,006 |
| AHAHEIM | DISTRICT | 16,000 | \$ 62,492 | \$ 94,122 | \$ 125,752 |
| SAUSD | DISTRICT | 45,000 | \$ 63,168 | \$ 92,782 | \$ 122,396 |
| GARDEN GROVE | DISTRICT | 39,000 | \$ 63,631 | \$ 93,967 | \$ 124,303 |



Results Based off the Current Schedule

- **Current Compensation Schedule Highlights (pre-increase):**

| 2022 OCEAA AVERAGE | | |
|--------------------|-----------|-----------|
| 59,106.67 | 79,069.27 | 99,031.87 |
| LOW | MID | HIGH |

| 2022 CHARTER AVERAGE | | |
|----------------------|-----------|-----------|
| 59,647.27 | 77,551.20 | 95,455.12 |
| LOW | MID | HIGH |

| 2022 DISTRICT AVERAGE | | |
|-----------------------|-----------|------------|
| 60,968.34 | 89,375.11 | 117,781.88 |
| LOW | MID | HIGH |

| | LOW | MID | HIGH | |
|----------|------------|-------------|-------------|---------------------------|
| OCEAA is | (540.60) | 1,518.07 | 3,576.75 | from the Charter Average |
| OCEAA is | (1,861.66) | (10,305.84) | (18,750.01) | from the District Average |

- **Prior Study Benefits:** The cost of annual benefits to OCEAA employees is **comparable** to **charter** schools in the study
- **Prior Study Benefits:** The cost of annual benefits to OCEAA employees is **lower** than **district** schools in the study

- **New Teachers in General:**

- Will be at the lower payscale on average the first 2 years at district and the first 4 years at charter schools.



Current Salary Data Trends

Survey Results (30 Responses - All Staff)

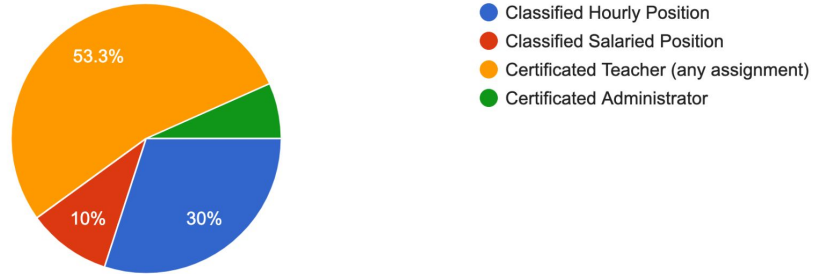
Areas Surveyed (Employee Perceptions):

- Employee value
- Definition of compensation
- OCEAA's competitiveness
- Areas of importance: growth/autonomy, professional time, feedback, job expectations



1. Which of the following best describes your role at OCEAA?

30 responses

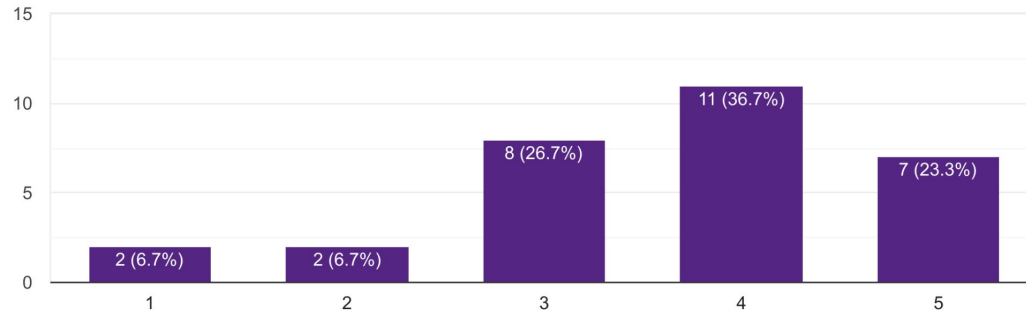


Agree or Disagree?

Please respond to each of the statements below, indicating the extent to which you agree with each. A 1 response indicates complete disagreement; a 5 response indicates complete agreement. There is an option to provide a short answer explanation if you have anything to share on the issue.

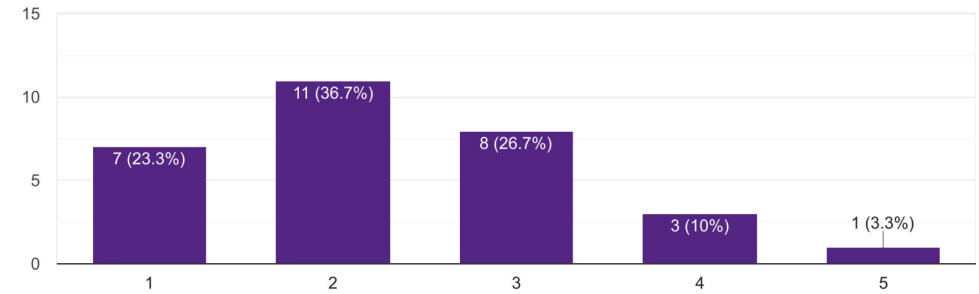
3. I feel valued as an important contributor to OCEAA's mission-attainment.

30 responses



4. OCEAA's compensation for my role is competitive with other employers nearby, where I could otherwise work in this same role.

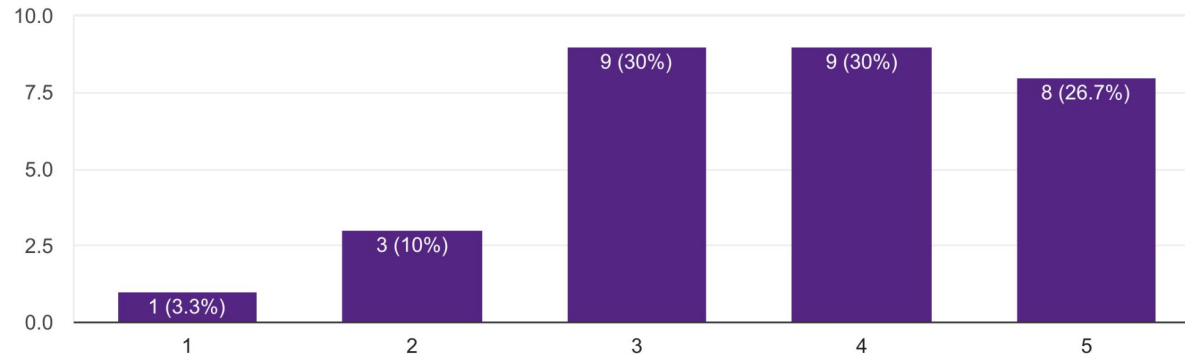
30 responses



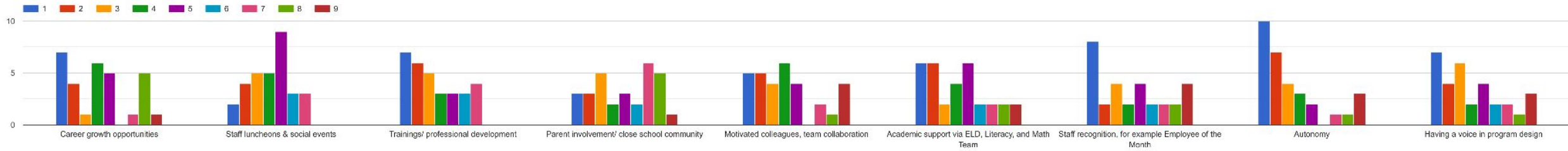
Survey Results

5. Compensation is more than just pay and benefits.

30 responses



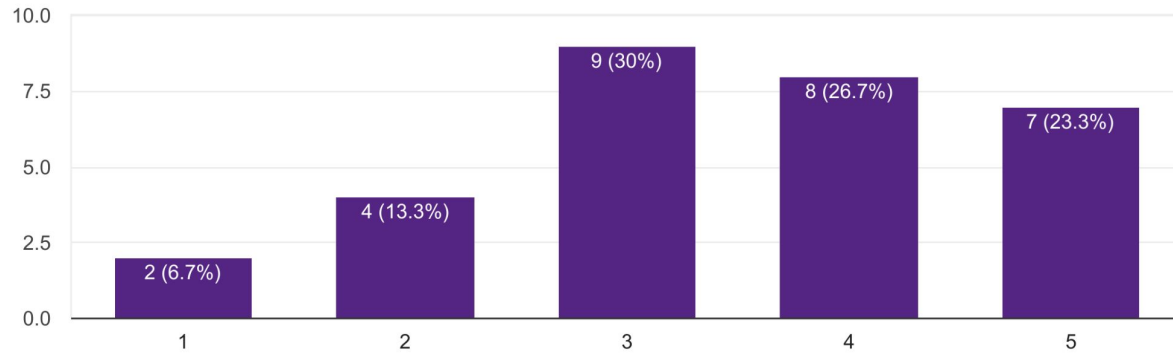
6. RANK the following in order of how much these contribute to your feeling valued in the OCEAA team. 1= the aspect that MOST contributes to my feeling valued; 9 = the aspect that LEAST contributes to my feeling valued.



Survey Results

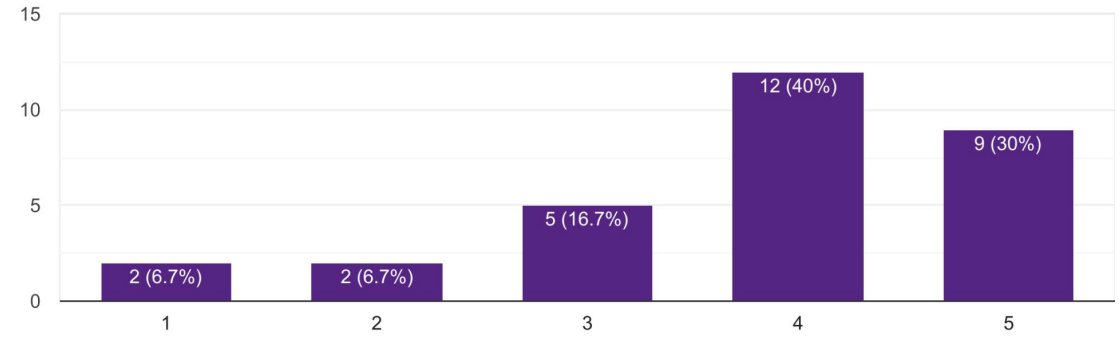
7. Employees of OCEAA generally have equal access to growth opportunities and professional development pertaining to their role.

30 responses



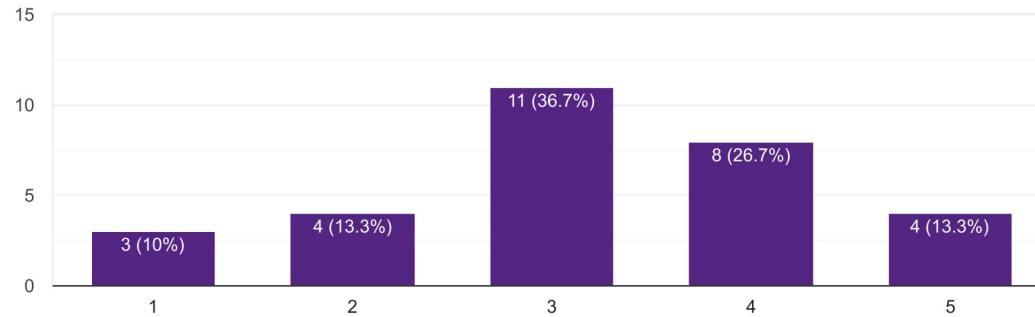
8. Our professional time is respected and we are asked to engage in tasks that meaningfully contribute to mission-attainment.

30 responses



9. I receive quality feedback for my job performance, which enables me to be and feel successful at work.

30 responses



Survey Results

- **Big picture:** OCEAA has a fiduciary duty to provide reasonable compensation ranges, therefore regular review of compensation schedules alongside multi-year budget projections, must be performed. We intend to compensate fairly, according to market conditions, and within a sustainable school budget. Excess compensation risks being seen as a “gift of public funds” and/ or produces fiscal insolvency.
- **Budget Considerations and Assumptions:**
 - **Low ADA currently and into years to come and current enrollment of 606 students (started 620)**
 - **SPED Litigation** Liability until Fall of 2026
 - **Internal SPED Encroachment** going forward as we are our own LEA for SPED
 - **Annex Tenant Improvement Loan:** \$400K outstanding
 - **STRS/PERS increases:** 2-3% annually
 - **Economic uncertainty:** Possible recession and state of CA deficit is not accounted for here
 - “OCEAA has the right to suspend scheduled increases after consideration of the school budget and projected state budget. Salary Schedules are reviewed at a minimum annually, as the new organizational budget is being developed. The Board of Directors also has the right to adjust these schedules whenever deemed necessary, at a minimum annually, in light of the school or state budget.”
 - **Bond Reserve requirements:**
 - 4% of total expenses for state compliance
 - 7.5%-10% of total expenses for Zion Bank/Bond on main building.



Compensation Increase - Considerations & Assumptions

- **Retention:** Keeping every role in place now and therefore everyone employed
- **Cuts to budget line items into next few years** (this takes all of us to stay within budget): **Cut by \$200k**
 - Materials and Supplies: **Cut by \$40k**
 - Noncapitalized Equipment: **\$52k**
 - General Student Equipment: **\$20k**
 - Professional/Consulting Services and Operating Expenditures (Subs/ SPED): **\$42k**
 - Educational Consultants: **\$37k**
 - Legal Fees: **\$20k**
 - **Team to review curriculum**
- **One time funds:** Those are included in the out years already.
- **Equity in pay:** Have an equitable approach for all employees at OCEAA, assuming an increase pay structure for classified
- **Health Benefits:** Planning to have OCEAA absorb the health benefits increase for 2023-24 year and not pass those costs onto employees. Projected industry increase is from **7%-15% depending on the benefit.**
- **Possible Opportunity:** **Started the process for** refinancing OCEAA's Bond on main building



Compensation Increase - Considerations & Assumptions

Investments continued

(may need to refocus in the event of economic downturn)

- Annex Aides: 5 vs 3 (pre-pandemic)
- Performance & Partnerships Coordinator & Arts Teacher (use to be one role, use of Arts Grant)
- Increased PD: Classified & Credentialed (Ed. Effectiveness Grant)
- Investment in Counseling Intern (Two Counselors)
- SPED Team: Coordinator, Full time Psychologist
- Increased KEDS Staff: ELO & Additional Admin Support
- Full Time Security Guard
- Increased materials, technology, currclumin/ software and supplies costs
- Intervention Supports
- Recruitment Staffer for prospective students
- Brand new tech for all students & staff

Commitment to Increase Stipends for Cert. Staff

2019-20

Stipends: **\$16,600**

OCDE Stipends: \$4,500

2020-21

Stipends: \$27,200

OCDE Stipend: \$5,400

2021-22

Stipends: \$83,338

OCDE Stipend: \$20,850

Bonus: \$75,202

2022- current

Stipends: **\$60,643.36**

OCDE Stipend: 10,400



Reflecting on Pandemic Funding & Increased expenses

OCEAA's Commitment to Non-compensatory benefits since 2020/21

- Less after hours assignments, e.g.: limit non-stipend committees.
 - Committee work with stipend; limit committee membership
- Wednesday PDs or Student Free PD days used for grading and working on report cards
 - An hour a month and full 2 hour PD prior to each PR this year added this year
- IEPs during school hours when possible, investment in sub coverage
- Jeans day every day
- A daily coffee station (currently at Main)
- PD days end at 3pm for **Full student free days**
- Tutoring professional expectation not enforced
- Conferences held on a student-free “PD” day instead of evening conferences with time cap



MYP's to forecast increased cost created: 2%, 3%, 4% & 5%.

- Used our budget revision we finalized early February as the baseline.
 - We then estimated our revenues taking out any expiring one-time revenue streams.
 - We reduced a few expense line items that were increased for the Federal one-time funds.
 - We increased our certificated salaries based on next year's step and column increases.
- 3% increase also assumed for future years on top of new increased salary schedule
- **ADA:** Assumed improving ADA rates as we come out of the pandemic
- **And School Performance (not individual) Stipend Concept: (still in the works)**
 - 2% one time stipends for all staff if we can get to 92-93% ADA as a team.



Results: Models for compensation and the bottom line.

| 2022-23 REVISED | | | | | | | |
|----------------------------------|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| NAME | 01/26/2023 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| TOTAL ENROLLMENT | 606 | 606 | 606 | 606 | 606 | 606 | |
| AVERAGE DAILY ATTENDANCE | 533.28 (88%) | 545.4 (90%) | 557.52 (92%) | 563.58 (93%) | 569.64 (94%) | 569.64 (94%) | |
| REVENUE | | | | | | | |
| | TOTAL REVENUE | 10,464,396.95 | 10,711,640.50 | 11,171,674.50 | 11,594,731.90 | 11,919,275.20 | 12,045,386.66 |
| EXPENSES | | | | | | | |
| | TOTAL EXPENSES | \$ 10,405,155 | \$ 10,641,810 | \$ 11,025,422 | \$ 11,344,303 | \$ 11,673,647 | \$ 12,022,440 |
| SUMMARY | SURPLUS\ (DEFICIT) | \$ 59,242 | \$ 69,831 | \$ 146,253 | \$ 250,429 | \$ 245,629 | \$ 22,947 |
| | BEGINNING FUND BALANCE | \$ 2,300,288 | \$ 2,359,529 | \$ 2,429,360 | \$ 2,575,613 | \$ 2,826,042 | \$ 3,071,671 |
| | ENDING BALANCE | \$ 2,359,529 | \$ 2,429,360 | \$ 2,575,613 | \$ 2,826,042 | \$ 3,071,671 | \$ 3,094,618 |
| Reserve Balance as % of Expenses | 23% | 23% | 23% | 25% | 26% | 26% | |

| | | | | | | |
|--|-----------|-----------|-----------|----------|---------|--------|
| Net one-time revenue | 739,518 | 338,206 | 338,206 | 338,206 | 231,946 | - |
| Surplus/(Deficit) w/o One-time revenue | (680,276) | (268,375) | (191,953) | (87,777) | 13,683 | 22,947 |

| | | | | | |
|--|------------|------------|-----------|------------|------------|
| \$ Change in Certificated Compensation | \$ 182,815 | \$ 124,535 | \$ 98,307 | \$ 101,257 | \$ 104,294 |
| % Change in Certificated Compensation | 6.16% | 3.95% | 3.00% | 3.00% | 3.00% |
| \$ Change in Classified Compensation | \$ 74,849 | \$ 77,843 | \$ 61,108 | \$ 62,941 | \$ 64,829 |
| % Change in Classified Compensation | 3.97% | 3.97% | 3.00% | 3.00% | 3.00% |
| \$ Change in Benefits | \$ 98,390 | \$ 78,241 | \$ 56,925 | \$ 58,632 | \$ 60,391 |
| % Change in Benefits | 5.72% | 4.30% | 3.00% | 3.00% | 3.00% |



Results: Next Year Step & Column Increase with a 4% Model

4% Increase to Next Year's Step and Column

Proposed Salary Schedule Preview

| | Current Salary Schedule | | | | Proposed 4% Increase Schedule | | | |
|----|-------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------|-------------------------------------|
| | Bachelors - Currently | BA + 30 Credential Currently | BA + 45 Credential Currently | BA + 60 Units or MA Currently | BA (w/ 4% Increase) | BA + 30 (w/4% increase) | BA + 45 (w/4% increase) | BA + 60 Units or MA (w/4% Increase) |
| 1 | 59,106.67 | 59,106.67 | 59,106.67 | 59,106.67 | 59,106.67 | 61,765.94 | 61,733.94 | 61,770.94 |
| 2 | 59,106.67 | 59,106.67 | 59,106.67 | 60,290.00 | 59,697.67 | 61,888.94 | 61,900.94 | 62,701.60 |
| 3 | 59,106.67 | 59,106.67 | 59,106.67 | 61,385.00 | 60,288.67 | 61,907.94 | 61,995.94 | 63,840.40 |
| 4 | 59,106.67 | 59,106.67 | 59,963.05 | 63,595.00 | 61,470.93 | 62,002.94 | 62,361.57 | 66,138.80 |
| 5 | | 59,963.05 | 61,162.31 | 64,906.00 | | 62,361.57 | 63,608.80 | 67,502.24 |
| 6 | | 61,462.13 | 62,691.37 | 66,599.00 | | 63,920.62 | 65,199.02 | 69,262.96 |
| 7 | | 62,998.68 | 64,258.65 | 68,319.00 | | 65,518.63 | 66,829.00 | 71,051.76 |
| 8 | | 65,203.63 | 66,347.06 | 70,710.17 | | 67,811.78 | 69,000.94 | 73,538.58 |
| 9 | | 67,485.76 | 69,498.55 | 73,185.02 | | 70,185.19 | 72,278.49 | 76,112.42 |
| 10 | | 71,028.76 | 72,104.74 | 75,746.50 | | 73,869.91 | 74,988.93 | 78,776.36 |
| 11 | | | 74,628.41 | 79,344.46 | | | 77,613.55 | 82,518.24 |
| 12 | | | 77,240.40 | 83,311.68 | | | 80,330.02 | 86,644.15 |
| 13 | | | 79,943.82 | 86,644.14 | | | 83,141.57 | 90,109.91 |
| 14 | | | 82,342.13 | 88,810.25 | | | 85,635.82 | 92,362.66 |
| 15 | | | 84,812.39 | 91,030.50 | | | 88,204.89 | 94,671.72 |
| 16 | | | | 93,306.27 | | | | 97,038.52 |
| 17 | | | | 93,306.27 | | | | 97,038.52 |
| 18 | | | | 93,306.27 | | | | 97,038.52 |
| 19 | | | | 94,705.86 | | | | 98,494.09 |
| 20 | | | | 94,705.86 | | | | 98,494.09 |
| 21 | | | | 94,705.86 | | | | 98,494.09 |
| 22 | | | | 96,126.45 | | | | 99,971.51 |
| 23 | | | | 96,126.45 | | | | 99,971.51 |
| 24 | | | | 96,126.45 | | | | 99,971.51 |
| 25 | | | | 97,568.35 | | | | 101,471.08 |
| 26 | | | | 97,568.35 | | | | 101,471.08 |
| 27 | | | | 97,568.35 | | | | 101,471.08 |
| 28 | | | | 99,031.87 | | | | 102,993.14 |
| 29 | | | | | | | | |
| 30 | | | | | | | | |

As of 2/16/23



- Proposed 4% Increase in Compensation Schedule Highlights (post-increase):

| Proposed 2023-24 OCEAA AVERAGE | | |
|--------------------------------|-----------|------------|
| 62,062.00 | 82,527.57 | 102,993.14 |
| LOW | MID | HIGH |
| 2022 CHARTER AVERAGE | | |
| 59,647.27 | 77,551.20 | 95,455.12 |
| LOW | MID | HIGH |
| 2022 DISTRICT AVERAGE | | |
| 60,968.34 | 89,375.11 | 117,781.88 |
| LOW | MID | HIGH |

| | LOW | MID | HIGH | |
|----------|----------|------------|-------------|---------------------------|
| OCEAA is | 2,414.73 | 4,976.38 | 7,538.02 | from the Charter Average |
| OCEAA is | 1,093.67 | (6,847.53) | (14,788.74) | from the District Average |

- Current Compensation Schedule Highlights (pre-increase):

| 2022 OCEAA AVERAGE | | |
|-----------------------|-----------|------------|
| 59,106.67 | 79,069.27 | 99,031.87 |
| LOW | MID | HIGH |
| 2022 CHARTER AVERAGE | | |
| 59,647.27 | 77,551.20 | 95,455.12 |
| LOW | MID | HIGH |
| 2022 DISTRICT AVERAGE | | |
| 60,968.34 | 89,375.11 | 117,781.88 |
| LOW | MID | HIGH |

| | LOW | MID | HIGH | |
|----------|------------|-------------|-------------|---------------------------|
| OCEAA is | (540.60) | 1,518.07 | 3,576.75 | from the Charter Average |
| OCEAA is | (1,861.66) | (10,305.84) | (18,750.01) | from the District Average |



Salary Data Trends (4% increase)

1. 6% total increase/impact to next year's certificated compensation
 - a. Which includes the 4% increase to next year's step & column placement (needs board approval)
2. Potential of additional 2% schoolwide Performance Stipend
3. An assumption of a 3% COLA for certificated compensation for outer years (past 23-34)
4. Will not increase employee contribution costs to health benefits for 23-24
5. Keep everyone employed and therefore added supports
6. Reduced specific budget line items to make this happen
7. Commit to some level of flexibility with professional responsibilities (the risk or sacrifice is impact on school culture and student achievement)
8. Continue to add stipend opportunities when budget allows



In a nutshell

Next Steps

1. General Feedback from teachers post presentation:

- a. 2 year contracts for returning teachers (**feasible**)
 - i. Based on satisfactory performance
- b. Retention bonus (**not feasible at this moment**)
- c. Cap on class size (**feasible**)
 - i. Stipend for over class cap
- d. 185 vs. 190 days (**not feasible at this moment**)
- e. Flexibility in PD time (**ALT to review**)
- f. Support 1st year teachers (**ALT to review, BTSA?**)
 - i. Mentors
- g. More structure for grade level teams

2. Approve Schedule as Is

3. Review Legal Updates to Contract and Teacher Responsibilities (Board, ALT & Teachers)



Q&A





**ORANGE COUNTY EDUCATIONAL
ARTS ACADEMY (OCEAA)
COMPREHENSIVE SAFETY PLAN 2023-2024
Board Approved XX/XX/23**



**825 N. BROADWAY ST, SANTA ANA CA 92701
714-558-2787 WWW.OCEAA.ORG**

ORANGE COUNTY EDUCATIONAL ARTS ACADEMY EMERGENCY PROCEDURES

February 2023

This information is provided as a guideline for actions in the event of an emergency. Not all situations in a critical incident can be predicted. Our values are such that safety and protection of life should always be the first priority.

OCEAA CDS Code: 0109066

School Address: 825 & 826 N. Broadway, Santa Ana CA 92701

School Phone: 714-558-2787

Comprehensive School Safety Plan Purpose

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

Orange County Educational Arts Academy has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

OCEAA assesses the safety of students, staff, and families annually, as part of our process to approve our Comprehensive School Safety Plan. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey (due to COVID-19, the Learning From Home Survey, was completed for this school cycle in lieu of the California Healthy Kids Survey).

We maintain a relationship with our local law enforcement agencies and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting

Important Emergency Numbers

| | |
|---|----------------|
| All emergencies | 911 |
| ❖ Santa Ana Police Dept. | (714) 834-4211 |
| ❖ Orange County Sheriff Dept. | (714) 647-7000 |
| ❖ Orange County Fire Authority | (714) 573-6000 |
| ❖ CARE Ambulance Service | (714) 288-3800 |
| ❖ The Gas Company | (800) 472-2200 |
| ❖ Southern California Edison, Electricity | (800) 655-4555 |
| ❖ Santa Ana Water Services | (714) 647-5454 |
| ❖ 24 Hour Suicide Prevention Line | (800) 273-8255 |
| ❖ Crisis Assessment Team | (714) 517-6353 |

School Safety Committee

- Señor Mike Limon - Executive Director
- Dr. Pedro Llorente - School Director
- Señor Carlos Santana - Operations Manager
- Señor Enrique Luna - Facilities Manager
- Señora Nelly Alonso - Nutritional Services Manager
- Señora Miriam Ramirez - KEDS Manager

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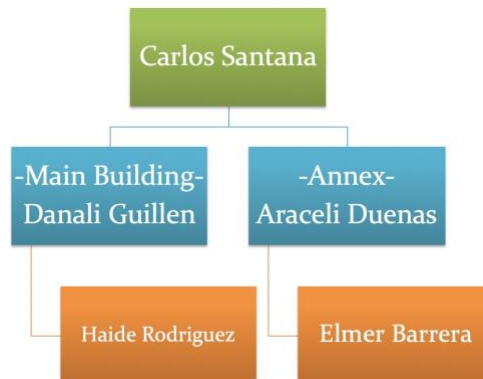
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Leadership Chain of Command

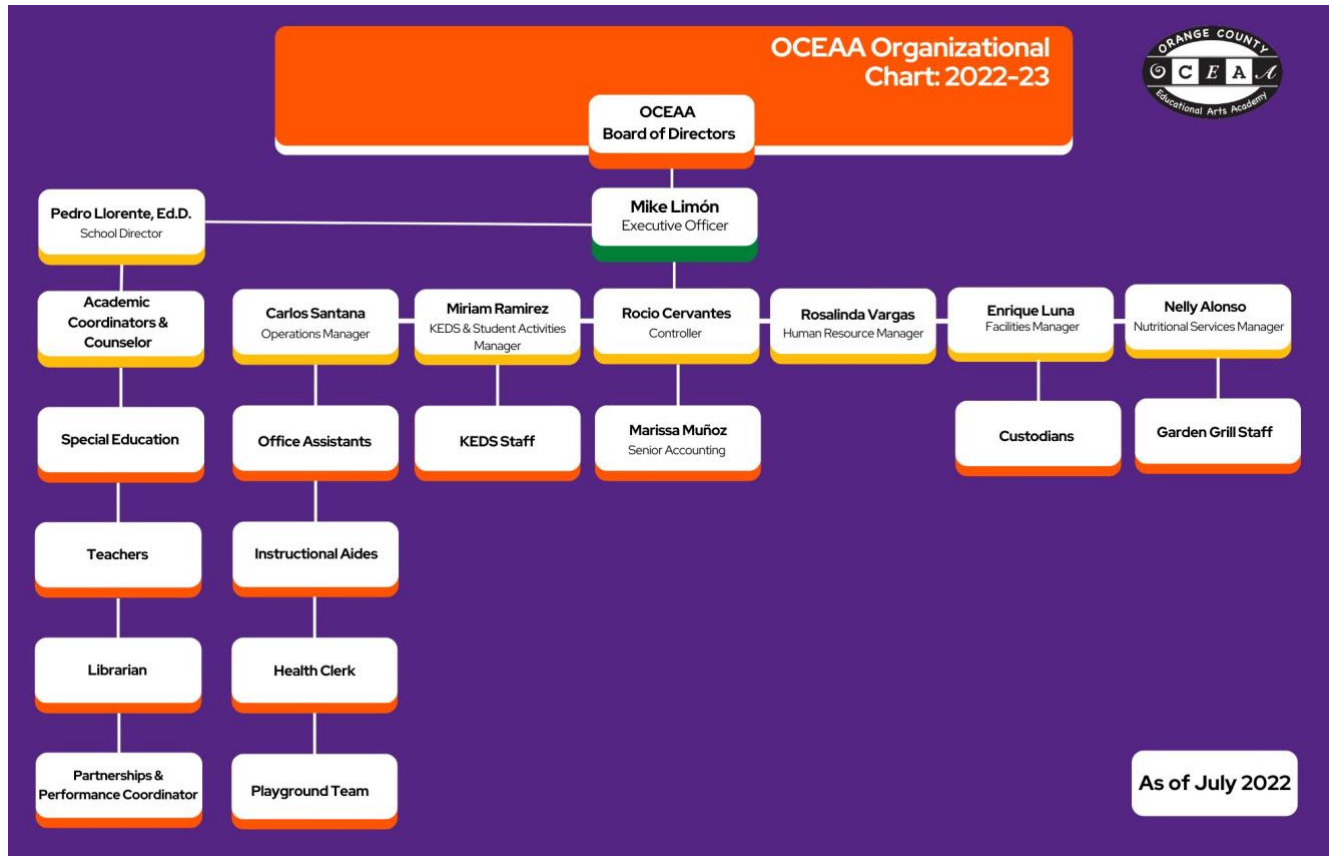
January 2023

The chart below gives you an overview of whom is in command for school-wide needs, challenges or emergencies. If someone is offsite or off-duty, the person(s) directly below will be in command. In some cases, some folks will co-lead command because of reachability and knowledge of policies and procedures

If you find yourself in a situation where you cannot locate anyone in command or need general support, the following leads are your point of contact per site.



Organizational Chart



As of July 2022

UNIVERSAL EMERGENCY PROTOCOLS

EVACUATION PROCEDURES

DURING CLASS TIME

- ❖ Administrator or designee signals evacuation or alarm bell rings.
- ❖ With staff supervision, students quickly exit the classroom and WALK in orderly lines.
- ❖ Students evacuate the building by designated routes to Incident Command Center.
 - Main Campus - OCSA parking lot next to OCEAA's building. See evacuation maps in Appendices for routes and location.
 - Annex Campus – Parking lot next to Annex building. See evacuation map for routes and location.
- ❖ DO NOT USE ELEVATORS
- ❖ **Teachers:**
 - Take your EMERGENCY BACKPACKS with rosters, RED/GREEN SIGNS and attendance sheets with you.
 - Check that all students are out of the classroom.
 - Check that all exits are clear.
 - **Close the classroom door. DO NOT LOCK** (*Later entry may be required.*) – *Lock Block on the door should be on.*
- ❖ Students stand in assigned class lines.
- ❖ Teacher takes roll and accounts for each child. The first student in the class line will hold the RED/GREEN SIGN (except for the TK/K grades; teachers will do this) so the Registrar can do a student count at the Incident Command Center (OCSA parking lot at Main, parking lot next to Annex campus).
- ❖ Students in classrooms other than their own are to remain with that class until given permission by both teachers to rejoin their class.
- ❖ Students remain standing in orderly and quiet lines (Voice Level 1) until the **all clear** signal is given by an administrator or designee.

BEFORE SCHOOL, DURING LUNCH AND DURING RECESS

- ❖ With staff supervision, students WALK to the assigned class line on the playground where they meet their teacher during morning assemblies.
- ❖ Students remain in orderly and silent lines until the **all clear** signal is given by an administrator.

DURING P.E.

- ❖ Teacher, or supervising adult, stops play, organizes class(es) into silent and orderly lines and directs class(es) to the assigned playground lines.
- ❖ Students remain in orderly and silent lines until **all clear** signals are given by an administrator.

WHEN NOT IN YOUR OWN CLASSROOM

- ❖ Teachers should be familiar with the assembly area and evacuation route designated for that classroom or area.
- ❖ The available EMERGENCY BACKPACK should accompany the class and be used by the teacher, or supervising adult, to account for all students.
- ❖ Follow procedures listed above.

DROP, COVER AND HOLD PROCEDURES



When staff command is given or shaking starts:

| | |
|--|--|
| | <p>DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.</p> |
| | <p>COVER your head and neck with one arm and hand</p> <ul style="list-style-type: none"> ❖ If a sturdy table or desk is nearby, crawl underneath it for shelter ❖ If no shelter is nearby, crawl next to an interior wall (away from windows) ❖ Stay on your knees; bend over to protect vital organs |
| | <p>HOLD ON until shaking stops</p> <ul style="list-style-type: none"> ❖ Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts ❖ No shelter: hold on to your head and neck with both arms and hands. |
| | <p>VERIFY ATTENDANCE:</p> <ul style="list-style-type: none"> ❖ To confirm that you have all students in your classroom, email the reception at attendance@oceaa.org, indicating your name and “All present.” Any students missing, write your name and the name of the students. ❖ If you are providing independent services, send your name to attendance@oceaa.org and write your name and the name of the student. We will cross check attendance. |

Indoors, not in a classroom:

- ❖ Avoid exterior walls, windows, hanging objects, tall furniture, large appliances, and cabinets with heavy objects or glass.
- ❖ Do not try to move more than 5-7 feet before getting on the ground.
- ❖ Do not go outside during shaking!
- ❖ The area near the exterior walls of a building is the most dangerous place to be.

Outdoors:

- ❖ Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards.
- ❖ *Drop, Cover, and Hold On.* This protects you from any objects that may be thrown from the side, even if nothing is directly above you.

Wait for further instructions or signals to evacuate.

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) Lockdown with warning – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) Lockdown with intruder – The threat/intruder is inside the building.

Lockdown with warning procedures (Call 911 to report the lockdown and reason for it)

- ❖ Building administrator will order and announce “lockdown with warning” procedures through our telephone paging system. Repeat the announcement several times. Be direct. Code words lead to confusion.
- ❖ Bring people inside.
- ❖ Lock down all access doors including exterior doors.
- ❖ Clear hallways, restrooms and other rooms that cannot be secured.
- ❖ Pull shades. Keep students away from windows.
- ❖ Control all movement, but continue classes. Move on announcement only.
- ❖ Building administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly)

- ❖ Building administrator will order and announce “This is a lockdown with intruder, this is not a drill” through the phone announcement paging system.
 - Repeat the announcement several times. Be direct. Code words lead to confusion.
- ❖ Immediately direct all students, staff and visitors into nearest classroom or a secured space.
- ❖ Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to the primary evacuation site.
- ❖ Lock classroom doors.
- ❖ DO NOT lock exterior doors.
- ❖ Move people away from windows and doors. Turn off lights.
- ❖ DO NOT respond to anyone at the door until “all clear” is announced.
- ❖ Building administrator will announce “all clear.”
- ❖ To confirm that you have all students in your classroom, email the reception at attendance@oceaa.org. indicating your name and “All present.” Any students missing, write your name and the name of the students.
- ❖ If you are providing independent services, send your name to attendance@oceaa.org and write your name and the name of the student. We will cross check attendance.
- ❖ Formulate and send parent notification via school social platforms.
- ❖ Implementation of parent/student reunification plan. Safety Committee to formulate plan.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency.

- ❖ Identify safe areas in each school building.
 - Main Campus: 1st-3rd in Garden Grill and 4th-8th in Library/classroom w/o windows
 - Annex: Room # 303, 302, 305, 304 and 301
 - Staff in closest areas in both buildings.
- ❖ Building administrator announces that students and staff must go to shelter areas.
- ❖ Bring all persons inside building(s).
- ❖ Close all exterior doors and windows, if appropriate.
- ❖ Turn off ventilation leading outdoors, if appropriate.
- ❖ Teachers account for all students after arriving in the shelter area.
- ❖ All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- ❖ Stay in the room and close the door.
- ❖ Keep the air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in the room.
- ❖ Communicate your situation to administration or emergency officials by whatever means possible.

II. ALPHABETICAL INDEX OF EMERGENCY PROTOCOLS

ACCIDENT AT SCHOOL

☐ Staff actions

- ❖ Report accident to School Director or health office, office; call 911 if warranted.
- ❖ Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrive.
- ❖ For relatively minor events, have students taken to office or school health clerk for assistance.

Administrator or Designee actions:

- ❖ Provide appropriate medical attention, call 911 if needed.
- ❖ Complete appropriate documentation.
- ❖ Contact parents, guardians as appropriate to seek appropriate follow-up services if needed.
- ❖ Document actions and complete incident reports.

ACTIVE SHOOTER

When an intruder enters the school armed with a weapon or shots are heard or observed being fired inside the building use the following guidelines:

Staff observing the incident (Must respond immediately and act quickly):

- ❖ Respond Immediately by Notifying Administration
 - ❖ If in classroom: Keep students safely locked down in classroom
 - ❖ If out in hallways/ outside: Direct students to run and hide opposite from where intruder is located
 - ❖ If assailant remains on site, and running/ hiding are not a safe option, staff can choose to confront and fight assailant to disrupt or incapacitate shooter with force or object in immediate environment.
 - ❖ Administer first aid, and get medical attention if needed.
- ❖ Run, Hide, Fight guidelines are taken from California Department of Education: Readiness and Emergency Management for Schools: <https://www.cde.ca.gov/ls/ss/cp/activeshooter.asp>

Administrator or Designee actions:

- ❖ If threat still persists determine whether to initiate Lockdown.
- ❖ Call 911 if warranted, or notify law enforcement (required by K.R.S.).
- ❖ Give type and number of injuries.
- ❖ Advise if assailant is still in building or on the property.
- ❖ Give description of assailant.
- ❖ Give direction of travel and type of vehicle.
- ❖ Document actions and complete incident reports.

ASSAULT

When student(s) or staff has been assaulted use the following guidelines:

Staff observing the incident:

- ❖ Report to School Director the type and number of injuries and if assailant is still in area
- ❖ Give a good description of the assailant (clothing, height, etc.).
- ❖ Give location of the assault.

- ❖ If assailant has left the building on foot give direction of travel.
- ❖ If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel.
- ❖ Administer first aid, and get medical attention if needed.

☐ Administrator or Designee actions:

- ❖ If threat still persists determine whether to initiate Lockdown.
- ❖ Call 911 if warranted, or notify law enforcement (required by K.R.S.).
- ❖ Give type and number of injuries.
- ❖ Advise if assailant is still in building or on the property.
- ❖ Give description of assailant.
- ❖ Give direction of travel and type of vehicle.
- ❖ Document actions and complete incident reports.

BLOODBORNE PATHOGENS / INFECTIOUS SUBSTANCES

☐ Administrator, Team, Staff:

- ❖ Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPAA guidelines).
- ❖ Make certain that those individuals who contact the child on a regular basis know, and insist that, they maintain confidentiality. Those individuals would include:
 - School Director
 - School nurse
 - Teachers
 - Operations Manager
- ❖ Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities.
 - If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted.
- ❖ Document actions and complete incident reports.

Tips for Teachers:

- ❖ Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected.
- ❖ If a student injures themselves and is bleeding take the following actions:
 - Don appropriate personal protective equipment.
 - Bandage the wound securely.
 - Isolate any contaminated items for appropriate disposal.

BOMB THREAT /TERRORIST THREAT

(CHECKLIST FOR TELEPHONE THREATS = Last page in document)

In the event of a threat to the school or facility:

Staff Actions:

Receiving a Threat:

1. Phone Threat

- ❖ All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.
- ❖ If possible, signal other staff members to listen and notify the School Director and police.
- ❖ Copy any information displayed in the Caller ID – photograph if able.
- ❖ Write down the exact wording of the threat.
- ❖ Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible.
- ❖ Record the call if the telephone or other available equipment allows.
- ❖ Fill out the Threat Checklist immediately.
- ❖ Be available for interviews with an administrator and other public safety personnel.

2. Verbal Threat

- ❖ If the perpetrator leaves, note which direction they fled.
- ❖ Notify an administrator.
- ❖ Transcribe the threat exactly as it was communicated.
- ❖ Note the description of the person(s) who made the threat:
 - Name (if known)
 - Gender
 - Race
 - Type/Color of clothing
 - Approximate height and weight (body type)
 - Hair and eye color
 - Voice (loud, deep, accent)
 - Other distinguishing features

3. Written Threat

- ❖ If found within a document, handle the document as little as possible.
- ❖ If found on a portion/component of the structure, etc. "Do not touch".
- ❖ Notify the School Director and others as appropriate.
- ❖ Rewrite the threat exactly as is on another sheet of paper noting the following:
 - Date/time/location that the document was found
 - Any situations or conditions surrounding the discovery/delivery
 - Full names of any person(s) who saw the threat
- ❖ Secure the original item: Do not alter the item in any way.
- ❖ If small/removable, place in a clear plastic bag.
- ❖ If large/stationary, secure the location.
- ❖ Photograph the document and or object that the threat is written on.

4. Electronic (Social Media) Threat

- ❖ Leave the message open on the computer.
- ❖ Notify the School Director and others as appropriate.
- ❖ Print, photograph or copy the message and subject line, note the date and time.

Administrator/Designee Actions:

- ❖ Assess the threat in consultation with local law enforcement/EMS personnel.
- ❖ Conduct building security scan.
- ❖ Determine if January evacuation is appropriate (assure evacuation route and off-site location is safe utilizing police/EMS personnel).
- ❖ If no evacuation, decide upon appropriate response.
- ❖ Determine appropriate communication procedures.
- ❖ Document actions and complete incident report.

CHEMICAL MATERIAL SPILL

Chemical accidents may originate inside or outside buildings. Examples include: toxic leaks or spills caused by tank, truck, or railroad accidents; water treatment/waste treatment plants; industry or laboratory spills, etc.

1. Accidents originating OUTSIDE the building:

Staff Actions:

- ❖ Notify School Director and team.
- ❖ Move students away from immediate vicinity of danger (if outside, reverse evacuation).
- ❖ Observe wind direction by observing flags or leaves and move students appropriately.

Administrator/Designee Actions:

- ❖ Initiate Shelter in Place, shut off HVAC units.
- ❖ Call 911.
- ❖ Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes.

2. Accidents originating INSIDE the building:

Staff Actions:

- ❖ Notify School Director.
- ❖ Move students away from immediate vicinity of danger.

Administrator/Designee Actions:

- ❖ Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation.
- ❖ Call 911 if warranted.
- ❖ Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present.
- ❖ Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill.
- ❖ Wait for instructions from the emergency responders.
- ❖ Do not take unsafe actions such as returning to the building before it has been declared safe.
- ❖ Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes.
- ❖ Document actions and complete incident report.

EARTHQUAKE

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

Staff Actions:

If inside:

- ❖ Initiate Drop, Cover and Hold.
- ❖ If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects.
- ❖ Leave doors open to minimize jamming if the building shifts.
- ❖ Do not attempt to run through building or outside due to risk of falling objects.
- ❖ After initial shock, prepare for possible aftershock, then supervise evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.).

If outside:

- ❖ Move quickly away from building and overhead electrical wires.
- ❖ Initiate Drop, Cover and Hold.
- ❖ Do not attempt to enter building until authorized to do so.
- ❖ Do not light fires or touch fallen wires.
- ❖ Be alert for instructions from administration.

Administrator/Designee Actions:

- ❖ Signal evacuation procedures to Assembly Area.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIELD TRIPS

In the event of an injury/emergency during a field trip, the following steps should be followed:

Staff Actions:

- ❖ Assess the situation and seek immediate help if needed.
- ❖ Inform Administrator (Mike Limón, Dr. Pedro Llorente or Carlos Santana,) by either calling the main school phone number at 714-558-2787 or their cell phone numbers.
- ❖ Location, student name and situation should be given to Administrator contacted.
- ❖ Maintain order and keep other students calm and away from injured student.

Administrator/Designee Actions:

- ❖ Call 911 or student parents as applicable.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIRE

By law, schools practice fire drills periodically. In case of an actual fire, implement the practiced evacuation procedures and the following steps.

In the event of a fire:

Staff Actions:

- ❖ Pull alarm.
- ❖ Supervise evacuation procedures to outside Assembly Area.
- ❖ Follow student accounting procedures.
- ❖ Do not re-enter building until being given permission to re-enter.

Administrator/Designee Actions:

- ❖ Call 911.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIGHT/DISTURBANCE

When a fight or disturbance occurs:

Staff Actions:

Staff Actions:

- ❖ Notify Administrator.
- ❖ Ensure the safety of students and staff.
- ❖ Use a calm voice and tone when addressing students.
- ❖ Disperse onlookers and keep others from congregating in the area.
- ❖ Separate participants.
- ❖ Ensure that first aid is rendered if anyone is injured.

Administrator/Designee Actions:

Address the event according to school policy and procedures.

- ❖ Notify parents or legal guardians of students involved in fight/disturbance.
- ❖ Notify law enforcement if applicable.
- ❖ Make appropriate referrals to student services such as school counselor.
- ❖ Document all actions taken by staff and complete incident reports.

GAS LEAK

All school personnel, including cafeteria managers and custodians, report any suspected gas leak to an administrator immediately.

Staff Actions:

- ❖ Notify administrator.
- ❖ Move students from immediate vicinity of danger.

Administrator/Designee Actions:

- ❖ Call 911.
- ❖ If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion).
- ❖ Notify gas company.
- ❖ Determine whether to move to alternate location.
- ❖ Do not re-enter building until being given permission to do so by emergency personnel.
- ❖ If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received.
- ❖ Document actions and complete incident reports.

HOSTAGE SITUATION /KIDNAPPING

Staff Actions:

- ❖ Notify administration.
- ❖ Keep all students in their classrooms until further notice.

Administrator/Designee Actions:

- ❖ Initiate Lockdown.
- ❖ Call 911.
- ❖ Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area.
- ❖ Under no circumstances should the students be evacuated from the building without approval and/or assistance.
- ❖ If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building.
- ❖ Document actions and complete incident reports.

POWER OUTAGE

During Power Outage:

- ❖ Staff to use school issued radios and cell phones to communicate.
- ❖ Keep students calm and in their classroom until further instructions by Administrators. If students need to leave, send students in pairs.
- ❖ Retrieve and use the flashlight in your emergency backpacks.
- ❖ Maintenance to check breakers in Electrical Room.
- ❖ Send out parent communication through ParentSquare.

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

Opening an American Red Cross Shelter in School Facilities

The time frame necessary to accomplish all of the steps to establish a shelter may vary from a few hours to several days. The goal is to respond to the needs of the community within the first 24 hours following a catastrophic disaster. When school property is used to establish an American Red Cross emergency shelter, the following procedures can be expected to be followed:

1. Initiate post disaster survey of facilities to establish safety and suitability of them.
2. American Red Cross (ARC) personnel will obtain permission of the facility manager or Incident Commander to use the facilities.
3. ARC personnel and school personnel will conduct a joint inventory of the facilities. ARC personnel will implement a pre-established shelter plan.
4. ARC personnel will register all inhabitants of the shelter.
5. If the shelter is established while school is in session and children are present, ARC will not interfere with the implementation of the school's own disaster plan. The ARC shelter plan is not to replace plans or abrogate the school's responsibility for the management and safety of school children. If school children in the care of a teacher or school official require the services at a Red Cross shelter, the teacher/school official will be acting in the place of a parent until the responsibility can be transferred to an-adult family member.

School employees will be expected to assist in the Red Cross shelter once they have met their obligations to family and job emergency responsibilities. Instructions and training for walk-in (temporary) Red Cross disaster volunteers will be available at the shelters.

SUICIDE IDEATIONS AND SUPPORT

Warning signs are observed by or reported to school personnel

“Walk and Talk Referral”

Student should not be left unattended or leave school until cleared by Mental Health or School Administrator

Contact: School Psychologist 3170 and/or Counselor 3270
Additionally, Contact Health Office 3150 or 911 if there is an injury
Mental health/suicidal ideation assessment needs to be completed immediately

If mental health support is not available connect with School Administrators
Immediately utilizing a walkie talkie or calling main office 3210 or annex office 4300

Notify Executive Director 3020 and/or School Director 3010 as soon as another staff member is available.

Mental Health or School Administrator will Contact CAT at 1-866-830-6011 (Orange County Health Care Agency Crisis Assessment Team) if further assessment is needed.

Further Assessment Needed
CAT Team notified Parent(s) notified Front Office notified of CAT/Ambulance arrivals
Notification to other school personnel will be made by School Director

Monitor and Support
Parent(s) notified Follow-up services arranged
Staff member designated as student “go-to-person” for assistance
Safely plan Notification to other school personnel will be made by School Director

Transition/re-entry meeting must be coordinated by school administration upon student’s return from hospitalization or clinical assessment before the student returns to class. This meeting shall include school administration, support staff and parents.

Shall include:
Coordinate plan to monitor/support student (if SpEd, notify case manager) Providing counseling resources and Safety Plan
Release of information form with providers Designate staff contact for student
Minimum of two follow-up visits within 1st month of return to class Monitor attendance

THREAT RESPONSE (INCLUDING HOSTAGE SITUATION, INTRUDER, WEAPONS)

Staff Actions:

- ❖ Initiate lockdown (if able).
- ❖ Call 911 (if able).
- ❖ Notify administrator of situation.
- ❖ Follow lockdown protocol.
- ❖ Wait for further instruction.

Administrator/Designee Actions:

- ❖ Initiate Lockdown (if not already completed).
- ❖ Call 911 (if not already completed).
- ❖ Follow lockdown procedures until clearance given by local law enforcement.
- ❖ Document actions and complete incident reports.

THREAT OF HARM (INCLUDING ACTIVE SHOOTER)

At all times, it is expected that staff will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

Staff Action:

- ❖ Initiate lockdown procedures/barricade door if possible.
- ❖ If not in an area that can be secured, run out of the building and as far as you can to a safe location.
- ❖ If lockdown and running away aren’t possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort).

Administrator/Designee Actions:

- ❖ Call 911.
- ❖ Initiate lockdown procedures.
- ❖ Attempt to determine:
 - Location of the threat and number of persons involved
 - Physical description of persons in harm
 - Number and type of weapons being used
- ❖ Document actions and complete incident report.

WEATHER RELATED EMERGENCY

Weather Watches:

- ❖ Indicate that conditions are right for development of a weather hazard.
- ❖ Watches cover a larger area than Warnings.
- ❖ Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

Weather Warnings:

- ❖ Indicate that a hazard is imminent and the probability of occurrence is extremely high.
- ❖ Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar.
- ❖ Warnings may be issued within minutes of the arrival of most severe weather events.
- ❖ In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system.
- ❖ A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

Weather Advisories:

- ❖ Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.).
- ❖ Advisory lead times are the same as Watches.

Administrator/Designee Actions:

- ❖ Upon Issuance of a Watch or Advisory
 - Activate appropriate members of the school Emergency Response Team to be alert for possible change in weather status.
 - Monitor weather reports for change in conditions.
 - Initiate emergency procedure if necessary.
 - Document actions and complete incident report.

DISASTER PREPAREDNESS

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

| | |
|--|--|
| <p>INCIDENT COMMANDER (Administrative Team)</p> | <p>Activates school’s emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies authorities and provides situation updates; requests resources.</p> <ul style="list-style-type: none"> → Assess emergency or threat and impact to students, staff, school property, and surrounding community → Activate emergency plan and Incident Command System → Establish a command post → Implement student, staff, and visitor counts → Develop and communicate plan of action; update staff regularly → Consult with emergency responders → Authorize any release of public information → Bring student release procedures (when it is safe to do so) → Release teachers and staff as appropriate → Declare end of emergency – initiate recovery when appropriate → Make provisions for mental health counseling |
| <p>SAFETY TEAM</p> | <p>Responsible for safety and security of the site; stops operations if conditions become unsafe.</p> <ul style="list-style-type: none"> → Lock gates and all external doors → Locate/control/extinguish small fires as necessary → Check gas meter and, if gas is leaking, shut down gas supply → Shut down electricity only if building has clear structural damage or advised to do so by IC → Post yellow caution tape around damaged or hazardous areas → Verify that the campus is “locked down” and report to IC → Keep IC updated of all activities and precautions taken → Ensure that the entire campus has been checked for safety hazards and damage. No damage should be repaired prior to full documentation, such as photographs and video evidence unless the repairs are essential to immediate life-safety. → Route parents, fire, rescue, police, etc. as appropriate |

| | |
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| <p>MEDICAL RESPONSE TEAM</p> | <p>Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.</p> <ul style="list-style-type: none"> → Provide emergency first aid → Keep site coordinator updated on status of victim(s) → Update first responders upon arrival at the scene → Keep log of status of victim(s) and all aid administered <p>Note: in the event of multiple injury, the first aide coordinator will manage the first aide team. Members of the first aide team may be any adults who have received first aid/CPR training</p> |
| <p>SEARCH & RESCUE TEAM</p> | <p>When deemed safe by Incident Commander, sweeps buildings to find and assist unaccounted students, staff or visitors to the evacuation site; organizes emergency supplies.</p> <ul style="list-style-type: none"> → Coordinate the efforts of the search teams to ensure all areas of the school campus have been searched → Procedures for searching a room: <ul style="list-style-type: none"> ◆ Tape will be placed on the door as the team enters the room to indicate that the room ins in the process of being searched ◆ The team will search the room, moving clockwise ◆ When the room has been searched, and cleared, the team will place a second place of tape so that a large "X" will indicate that the room has been cleared by the team ◆ When an injured victim is located, transmit the location, number, and condition of the injured the Command Post. Do not use the names of students or staff. Follow directions form the Command Post. ◆ Record the exact location of damaged and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post → Once the police and fire departments have arrived, the search team coordinator will report his or her findings and assist the first responders as necessary → Keep the IC updated on the status of the team's effort and assist with the emergency as directed |

| | |
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| STUDENT SUPERVISION TEAM | <p>Executes emergency commands involving students, supervises students during emergency procedures and at evacuation site,</p> <ul style="list-style-type: none"> → sends Emergency Attendance Counts to Incident Command, performs first aid as needed. → Remains with and supervises students after the evacuation. Ideally, each classroom teacher is supervising his/her class, but teachers who are needed on other teams will combine their classroom with another teacher → Organize and supervise student activities <p>Note: As other team members are no longer needed for other assignments, they will join the student supervision team. Supervision team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the student supervision team</p> |
| STUDENT RELEASE TEAM | <p>Tracks student, staff and visitor emergency attendance forms, coordinates school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.</p> <ul style="list-style-type: none"> → At the direction of the IC, release students to authorized adults → Maintain a log of all students who have been released and who they were released to → Set up a parent contact area (check in gate) with student emergency information sheets and appropriate paperwork (sign out registrar, student call slips) |
| COMMUNICATIONS TEAM | <p>Responsible for emergency communications systems and equipment; acts as lead or hub for internal and external communications response.</p> <ul style="list-style-type: none"> → Prepare information for distribution to parents and the community → Implement parent notification procedures |

SCHOOL RESPONSE TEAM DISASTER PROTOCOL

| Action Step | Person Responsible | If Primary Not Available |
|---|----------------------|--------------------------|
| Signal alarm or PA announcement to evacuate all buildings | Administrator | Office Staff |
| Ensure orderly evacuation of students and staff | Teachers/Supervisors | Support Staff |
| Establish Command Post | Administrative Team | Administrative Team |
| Establish Action Plan | Administrative Team | Administrative Team |

| | | |
|---|--|--------------------------|
| Communicate Action Plan to Teams Leaders | Administrative Team | Administrative Team |
| Gather information on scope and extent of damage (locations, floors, rooms, etc.) | Facilities Team | Facilities Team |
| Utility check for damages; all utilities, all buildings | Facilities Team | Facilities Team |
| Shutdown utilities if necessary | Facilities Team | Facilities Team |
| Account for all students, staff and visitors | Student Release Team | Student Release Team |
| Backup all data on servers and shutdown | IT Staff | IT Staff |
| Search locations, organize supplies | Search & Rescue Team | Search & Rescue Team |
| Report missing students and staff to Search and Rescue team | Student Release Team | Student Release Team |
| Establish perimeter around school campus; designate staff for Facility Security | Security Team | Security Team |
| Communicate notice on OCEEA's ClassDojo and ParentSquare | Communications Team | Communications Team |
| Establish medical triage location for possible injuries | Medical Response Team | Medical Response Team |
| Formulate parent reunification plan | Student Release Team | Student Release Team |
| Update staff every 15 minutes until conclusion of incident | Administrative Team | Administrative Team |
| Update OCEEA's ClassDojo and ParentSquare as soon as reasonably possible | Communications Team | Communications Team |
| Maintain facility security and student supervision | Security Team, Teachers/Supervisors | Support/Unassigned Staff |

STUDENT SAFETY AND PARENT NOTIFICATION

The Communications Team will determine the means and immediacy of communication depending on the scope of the event and on the potential or actual impact to the safety of students. While it's difficult to describe all possible scenarios, the following can be used as guide to gauge the school's level of notification and systems used to communicate with families:

| Impact Level | Notification Response |
|--|--|
| <p>A Low Impact Incident: Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than one student.</p> <ul style="list-style-type: none"> • Example: A small disturbance or fight. NOTE: Not every misbehavior incident will warrant a notification response. | <ul style="list-style-type: none"> • Posted message on school platforms • Letter sent home and/or email message |
| <p>A Moderate Impact Incident: Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities.</p> <ul style="list-style-type: none"> • Example: A gas leak or a threat to the school | <ul style="list-style-type: none"> • Email • Text message • Posted message on school platforms |
| <p>A High Impact Incident: The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students.</p> <ul style="list-style-type: none"> • Example: An intruder in school or the use of a weapon in school resulting in injuries to students or staff | <ul style="list-style-type: none"> • Phone message • Text message • Email • Posted message on school platforms & district website • Press release |

In the case of a high-impact emergency situation in a school or at a school-sponsored activity, access to the scene will be limited and controlled by fire or police officials.

To ensure that every parent has the most accurate account of the emergency situation, parents must keep their contact information up to date in PowerSchool – the student data system. Parents are encouraged to remain close to their sources of communication, whether phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

When OCEAA communicates to parents that the school emergency has ended, direction will be provided on how parents will reunite with their child. Parents will be directed to a specific location that could be located off campus. It is important that parents follow these directions for the safety of all students, staff and parents. *A student can only be released to an adult that is documented as an emergency contact. Non-custodial parents must be listed in the student information system with a relationship to the student that has mailing rights and shows proper identification.*

If an evacuation occurs during the school day, there is a possibility that the students will return to school and normal dismissal will resume. Parents will be advised to rely on OCEAA's information and monitor their phones or email closely to ensure they are receiving accurate and timely updates on the emergency from school staff. Student texts and social media can cause confusion and further disrupt safety protocols.

APPENDICES

A: SCHOOL RESPONSE TEAM ORGANIZATION 2023-2024

| INCIDENT COMMANDERS/ADMINISTRATIVE TEAM | | |
|--|--|---|
| <u>Main Building</u> | | <u>Annex</u> |
| <ol style="list-style-type: none"> School Director – Pedro Llorente, Ed.D. Operations Manager – Carlos Santana Receptionist – Danali Guillen KEDS Manager – Miriam Ramirez | | <ol style="list-style-type: none"> Executive Director – Mike Limon Operations Manager – Carlos Santana Teacher Aide – Elmer Barrera Teacher – Sylvia Levy |
| SAFETY AND SECURITY TEAM | | |
| <u>Main Building</u> | | <u>Annex</u> |
| <ol style="list-style-type: none"> Maintenance – Enrique Luna/Miguel Morales Kitchen Staff & Lunch Supervisors Receptionist – Danali Guillen KEDS – Terrie Rivera | | <ol style="list-style-type: none"> Maintenance – Enrique Luna HR Manager – Rosalinda Vargas KEDS – Patty Leedom |
| FACILITIES TEAM | | |
| <u>Main Building</u> | | <u>Annex</u> |
| <ol style="list-style-type: none"> Maintenance - Enrique Luna Operations Manager – Carlos Santana KEDS – Terrie Rivera | | <ol style="list-style-type: none"> Maintenance – Randy Garcia HR Manager - Rosalinda Vargas KEDS - Patty Leedom |
| SEARCH & RESCUE TEAM | | |
| <u>Main Team - 1st Floor</u> | <u>Main Team - 2nd Floor</u> | <u>Annex Team</u> |
| <ol style="list-style-type: none"> Rodolfo Godinez Jocelyn Vargas Yanelly Alonso KEDS: Miriam Ramirez (PM) | <ol style="list-style-type: none"> Doraima Gomez Monica Bennett Febe Barrera KEDS: Norma Galeana (PM) | <ol style="list-style-type: none"> Receptionist – Araceli Dueñas Teacher Aide – Elmer Barrera Accountant - Marissa Munoz KEDS: Yeslene Reynoso (PM) |
| MEDICAL RESPONSE TEAM | | |
| <u>Main Building</u> | | <u>Annex</u> |
| <ol style="list-style-type: none"> Health Clerk - Haide Rodriguez Coordinators - Monica Bennett Gee KEDS – Norma Galeana (PM) | | <ol style="list-style-type: none"> Araceli Dueñas Teacher Aide – Elmer Barrera KEDS - Patty Leedom |
| STUDENT SUPERVISION TEAM | | |
| <u>Main Building</u> | | <u>Annex</u> |
| <ol style="list-style-type: none"> Classroom Teachers Kitchen Staff KEDS | | <ol style="list-style-type: none"> Classroom Teachers KEDS |

| STUDENT RELEASE TEAM | |
|--|---|
| <u>Main Building</u> 1. Receptionist – Danali Guillen 2. Health Clerk - Haide Rodriguez 3. Playground Staff | <u>Annex</u> 1. Receptionist – Araceli Dueñas 2. HR Manager - Rosalinda Vargas 3. Accountant - Marissa Munoz |
| COMMUNICATIONS TEAM | |
| Main Building & Annex: Executive Director (Mike Limon) & Operations Manager (Carlos Santana) | |

B: UNIVERSAL EMERGENCY PROCEDURES AT-A-GLANCE

Universal Emergency Procedures are a set of standards, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, an administrator, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

| | |
|---|--|
| <p>1. EVACUATION (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) <input type="checkbox"/> Take roll book for student accounting <input type="checkbox"/> Assist those needing special assistance <input type="checkbox"/> Go to designated Assembly Area <input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Wait for further instructions | <p>4. SHELTER-IN-PLACE (For use in external gas or chemical release scenarios)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom or other designated location <input type="checkbox"/> Close and tape all windows and doors (external gas/chemical release) <input type="checkbox"/> Take attendance; report according to Student <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Do not allow anyone to leave the classroom <input type="checkbox"/> Stay away from all doors and windows <input type="checkbox"/> Wait for further instructions |
|---|--|

| | |
|--|--|
| <p>2. REVERSE EVACUATION (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move students and staff inside as quickly as possible <input type="checkbox"/> Report to classroom <input type="checkbox"/> Check for injuries <input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Wait for further instructions | <p>5. LOCKDOWN (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom <input type="checkbox"/> Close and lock all windows and doors and do not leave for any reason <input type="checkbox"/> Stay away from all doors and windows and move students to interior walls and drop <input type="checkbox"/> Wait for further instructions |
| <p>3. SEVERE WEATHER SAFE AREA (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) <input type="checkbox"/> Take roll book for student accounting <input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> Accounting and Release procedures <input type="checkbox"/> Wait for further instructions | <p>6. DROP, COVER AND HOLD (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the announcement is made or shaking is felt:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DROP – to the floor, take cover under a nearby desk or table and face away from the windows <input type="checkbox"/> COVER - your eyes by leaning your face against your arms <input type="checkbox"/> HOLD - on to the table or desk legs, and maintain present location/position <input type="checkbox"/> Wait for further instructions |
| <p>7. Active Shooter:</p> <p>If an announcement of intruder is made or shots fired are heard or observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond Immediately – Call 911 as soon as safe to do so <input type="checkbox"/> RUN – and get yourself and others away from the area of danger leaving belongings behind <input type="checkbox"/> HIDE – Lock doors, barricade, turn off lights, and silent phones <input type="checkbox"/> Staff/ Teachers: FIGHT – If running/ hiding are not safe options staff/ teachers may opt to confront and fight an active shooter as a last resort to disrupt or incapacitate shooter <input type="checkbox"/> Wait for further instructions | |

C: POST-CRISIS INTERVENTION PROCEDURES

- ❖ Assess the situation to determine the need for post–crisis interventions for staff, students and families.
- ❖ Provide post–crisis briefings for staff, students and families as appropriate.
- ❖ Re–establish school and classroom routine as quickly as possible.

- ❖ Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency. Defusing’s are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**

 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for a student's developmental level. **CISD should only be conducted by trained professionals.**

 - Counseling – Provide grief counseling.

- ❖ Provide on–going support as necessary for staff, students and families.
- ❖ Monitor and support staff.
- ❖ Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
- ❖ Identify and monitor at–risk students.
- ❖ Provide individual crisis or grief counseling, if necessary.
- ❖ Conduct outreach to homes.
- ❖ Provide follow–up referral for assessment and treatment if necessary.

D: CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm.**
- Do not hang up. Keep the caller on the line as long as possible and listen carefully.**
- Ask the following questions:
 - Where is the bomb/chemical or other hazard?
 - When will it explode/be activated?
 - What does it look like?
 - What kind of bomb/hazard is it?

- What will cause it to explode/activate?
 - What is your name?
 - Did you place the bomb/hazard? WHY?
 - Where are you?
- Exact wording of the threat: _____
- If the voice is familiar, who did it sound like?

Caller ID information: Check all that apply

| | | | | |
|------|--------|-------|----------|-----|
| Male | Female | Adult | Juvenile | Age |
|------|--------|-------|----------|-----|

Call origin: Check all that apply

| | | | |
|-------|---------------|----------|------------|
| Local | Long distance | Internal | Cell phone |
|-------|---------------|----------|------------|

Caller's voice: Note pattern of speech, type of voice, tone

| | | | | | |
|---------|----------|------------|----------------|--------|----------|
| Calm | Excited | Loud | Soft | Deep | Nasal |
| Raspy | Distinct | Slurred | Normal | Crying | Laughter |
| Slow | Rapid | Disguised | Accent | Lisp | Stutter |
| Drunken | Familiar | Incoherent | Deep breathing | | |

Background sounds: Check all that apply

| | | | | | |
|--------|--------------|---------------|--------|------------------|-------|
| Voices | Airplanes | Street noises | Trains | Quiet | Bells |
| Clear | Static | Animals | Party | Vehicles | |
| Horns | House noises | PA system | Music | Factory machines | |
| Motor | Phone booth | Other: | | | |

Threat language: Check all that apply

| | | | | | |
|------------------------|------|-------|------------|------------|--------------------------|
| Well-spoken (educated) | Foul | Taped | Incoherent | Irrational | Message read from script |
|------------------------|------|-------|------------|------------|--------------------------|

- Did the caller indicate knowledge of the building?
- Give specifics: _____
- Person receiving call: _____
- Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

E: ARRIVALS AND DEPARTURES

Information on school arrivals and departures procedures can be accessed in our [Family Handbook](#).

F: CHILD ABUSE PROCEDURES

Procedures for Background Checks

- ❖ OCEAA complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any one-on-one contact with pupils of the school. The School Director of OCEAA monitors compliance with this policy and reports to the Board of Directors on an annual basis or upon request of the District.

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

- ❖ **Immediately** report suspicion by phone to Child Protection Services at 800 207-4464
- ❖ Within 36 hours, file a written follow-up report using Suspected Child Abuse Report Form 8572 (available at [ag.ca.gov/child abuse](http://ag.ca.gov/child%20abuse)) or (on the Pupil Support Services website).

You may also access our Child Abuse Reporting in our [Family Handbook](#).

G: DRESS CODE

OCEAA's students, staff and families commit to adhering to the following dress code guidelines to include prohibition of gang related apparel as outlined in our [Family Handbook](#).

The following are items that are not permitted during school hours or at any school functions:

- ❖ Clothing that may be gang related such as:
 - Chains, hair nets, monikers, or other gang markings, bandanas which signify gang membership, jewelry with gang symbols, khakis worn with Pendleton-type shirts, web, untied or dangling belts (gang related), combat-type boots worn with flight jackets, any combination of clothing which law enforcement agencies currently consider gang related.
- ❖ Consequences:
 - Confiscation of hat, bandana, headscarf, or another removable item.
 - Change into garments provided by school and parents will be contacted. Submit article of value for alternative garment to be returned in clean condition the following day.
 - Turn garment inside out.
 - Each dress code infraction is a minor discipline violation (MDR).

Other items will be handled on a case-by-case basis by OCEAA staff. Students who are not dressed appropriately will be sent to the office and parents will be called to bring a change of clothes as needed.

H: SCHOOL DISCIPLINE

OCEAA views student discipline as a teaching and learning opportunity. Students are expected to take responsibility for their own actions and are required to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for demonstrating good character habits in school, during any school sponsored activity and arriving to/departing from school.

While most expected behaviors are managed through redirection, re-teaching and reinforcement, some behaviors will need concrete consequences to help the student make better choices that demonstrate good character. OCEAA's Multi-Tiered System of Supports (MTSS) is a data-informed system; therefore, two types of discipline reports are used to assist us in identifying behavior trends at the whole school, grade level, classroom and individual student level:

- ❖ **Character Communications:** behavior problems are managed by teachers and general staff through redirection, re-teaching and logical consequences. Character Communications are issued when attempts to remedy the behavior are unsuccessful and a logical consequence has been given (detention, apology, community service, etc.). Character Communications let parents know that steps to manage behavior are being implemented. Character Communications helps the MTSS Team determine when students need supplemental or individual behavioral or social emotional support. Character Communication documents minor behavior problems by definition, are handled by teachers or other non-administrative staff, and are not part of a student's formal school record.
- ❖ **Office Discipline Referrals (ODRs):** Office Discipline Referrals are given by teachers and general staff for major behavior violations and are handled by administration. When necessary, these referrals are investigated before administrative consequences are determined. (It is important to note that 3 MDRs earned in the same category in the same trimester = 1 ODR.) ODRs document major and/or recurring behavior violations requiring administrative attention and are recorded in PowerSchool as part of a student's formal school record.

OCEAA Administration may, in its discretion, choose to suspend, dismiss or expel a student who has committed any of the acts prohibited in the [Family Handbook](#).

I: SUSPENSION/EXPULSION PROCEDURES

In accordance with OCEAA's renewal charter of July 1, 2020-June 30, 2025, the procedures for suspension/expulsion can be found on OCEAA's website. This document can be accessed by clicking on the following link, [Charter Renewal Petition for 20-25 Term](#).

J: UNIFORM COMPLAINT PROCEDURES

Procedures and policies that include discrimination and harassment can be found in our Uniform Complaint Policy dated September 9, 2020.

This policy can be found on our website, under the Board and Accountability tab and by clicking on this [Uniform Complaint Policy](#).

K: NOTIFICATION TO TEACHER OF DANGEROUS PUPILS

A school Administrator shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any acts described in any of the subdivision, except subdivision (h), of Section 48900. The School shall provide the information to the teacher based upon any school records that the school maintains in its ordinary course of business, or receives from law enforcement agency, regarding a pupil in this section.

(New Requirement – This is putting in the plan what OCEAA would normally practice)

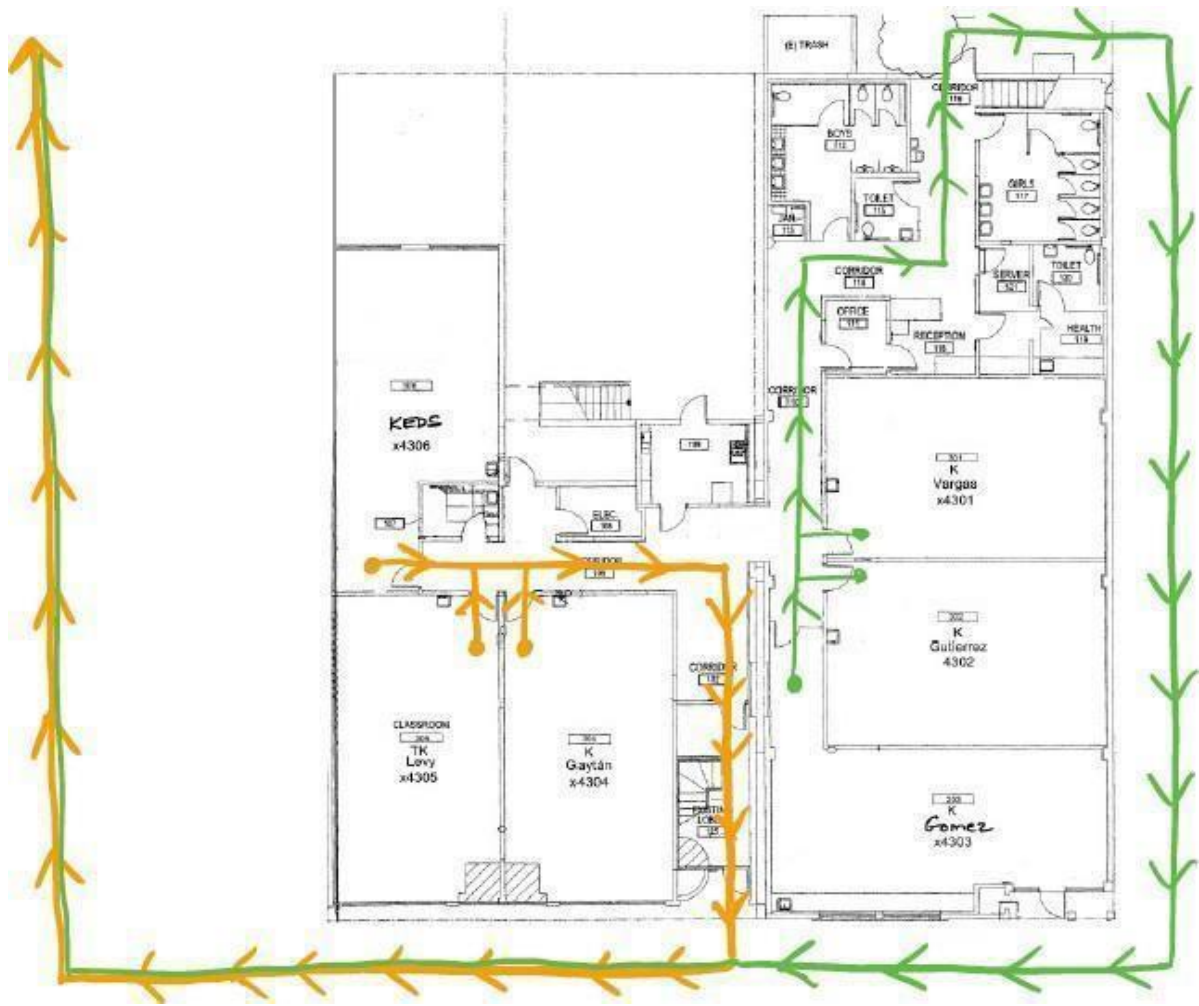
L: MAIN BUILDING EVACUATION ROUTES TO EXIT DOORS



M: MAIN BUILDING EVACUATION ROUTES FROM EXITS TO ASSEMBLY AREA



N: ANNEX EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA



O: ANNEX BUILDING EVACUATION ROUTES TO EXITS AND ASSEMBLY AREAS



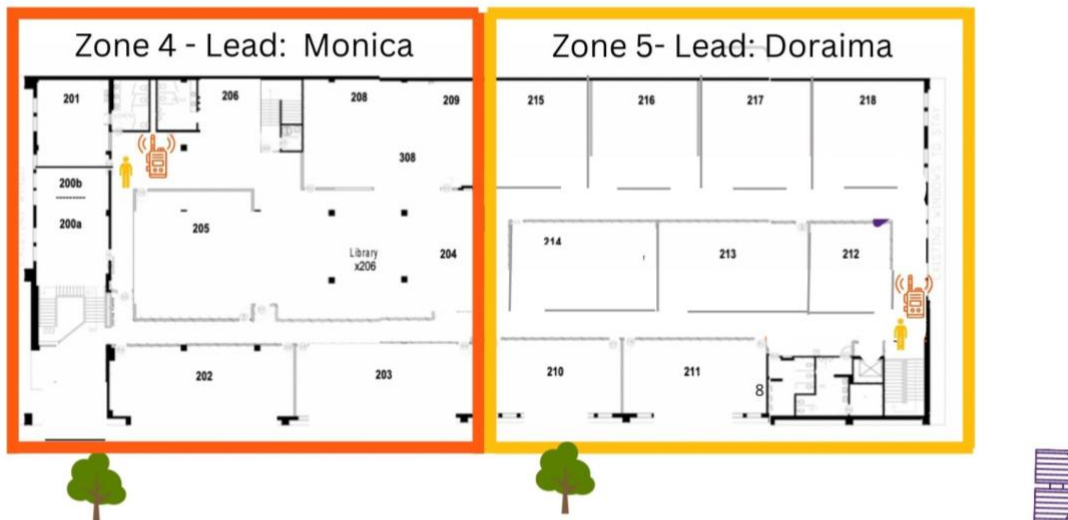
P: MAIN BUILDING SEARCH & RESCUE TEAM ZONES

Search & Rescue Team Zone Assignments

1st Floor - Main Building



2nd Floor - Main Building



Search & Rescue Team Lead Duties:

1. Verify all hallways/ staircases are clear of students/ teachers/ staff
2. Confirm any main building exit/ entry doors are closed and locked
3. Check each individual classroom door in your zone
4. Confirm Lock Block disabled (not propping door open) and door is locked
5. Report unlocked classroom doors via radio