



**ORANGE COUNTY EDUCATIONAL  
ARTS ACADEMY (OCEAA)  
COMPREHENSIVE SAFETY PLAN 2026-2027**  
Board Approved 2/11/26



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714-558-2787 WWW.OCEAA.ORG

# ORANGE COUNTY EDUCATIONAL ARTS ACADEMY

## EMERGENCY PROCEDURES

February 2026

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. In alignment with our school values of integrity and compassion, students with disabilities, physical or otherwise will be supported during any and all emergency situations with specialized assistance in consideration of students' mobility, communication, sensory, and medical needs intended to minimize distress during drills or emergency situations. OCEAA is committed to maintaining a safe, supportive, and inclusive environment for all students. Safety procedures are reviewed annually and updated as needed to reflect best practices, legal requirements, and the needs of the school community. Safety drills scheduled at school will be announced to students, parents, and staff with advance notice and will be conducted using developmentally appropriate and trauma-informed approaches designed to be age-appropriate for elementary students, and will not include simulated violence.

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.

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. Policies and procedures developed and managed by OCEAA are subject to changes and adjustments based on the needs of our community.

## **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
❖ 24/7/365 Suicide & Crisis Life Line	988
❖ 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 Lisa Ochoa - Nutritional Services Manager
- Señora Miriam Ramirez – After School & Student Activities Manager

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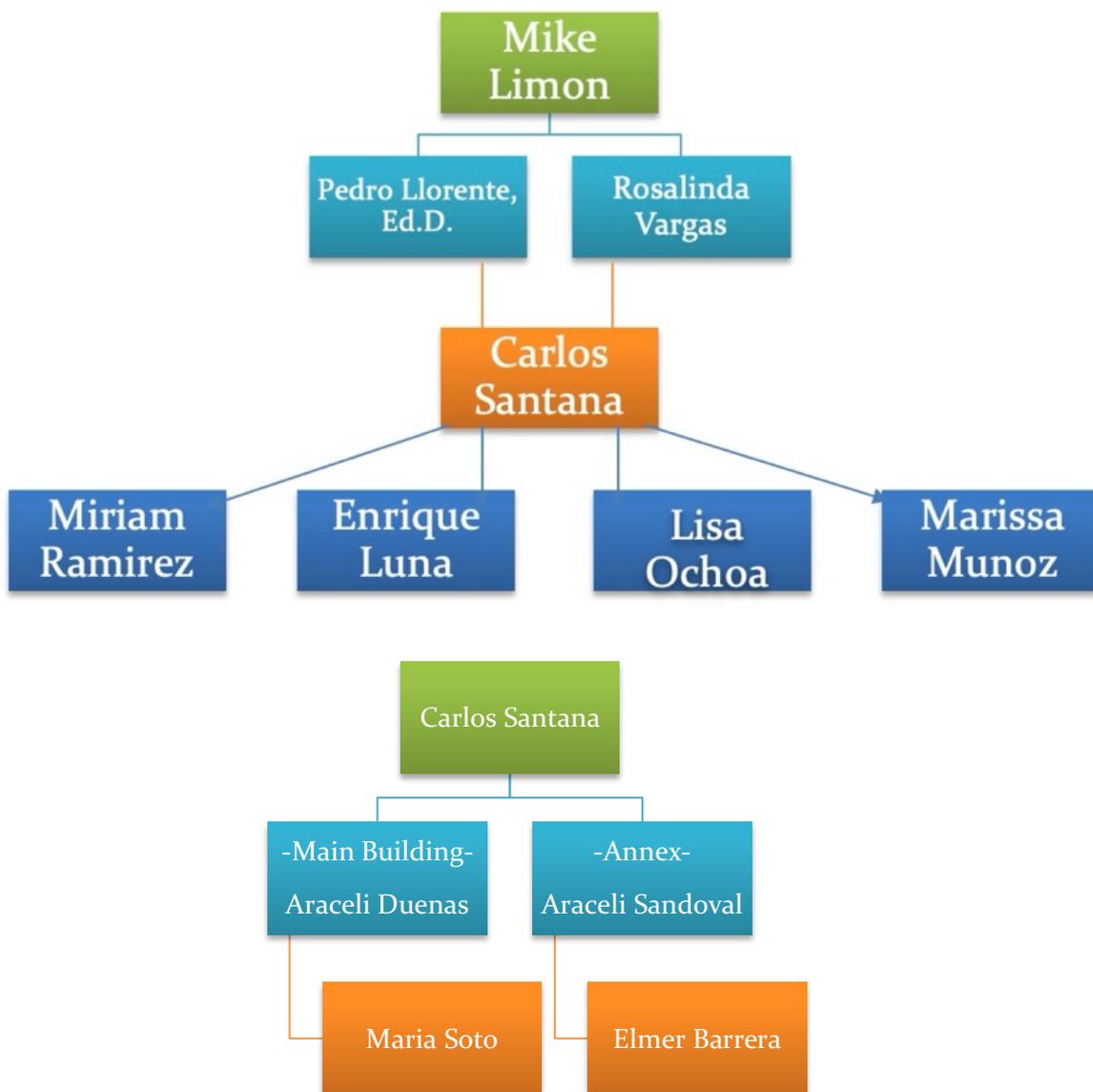
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## Leadership Chain of Command

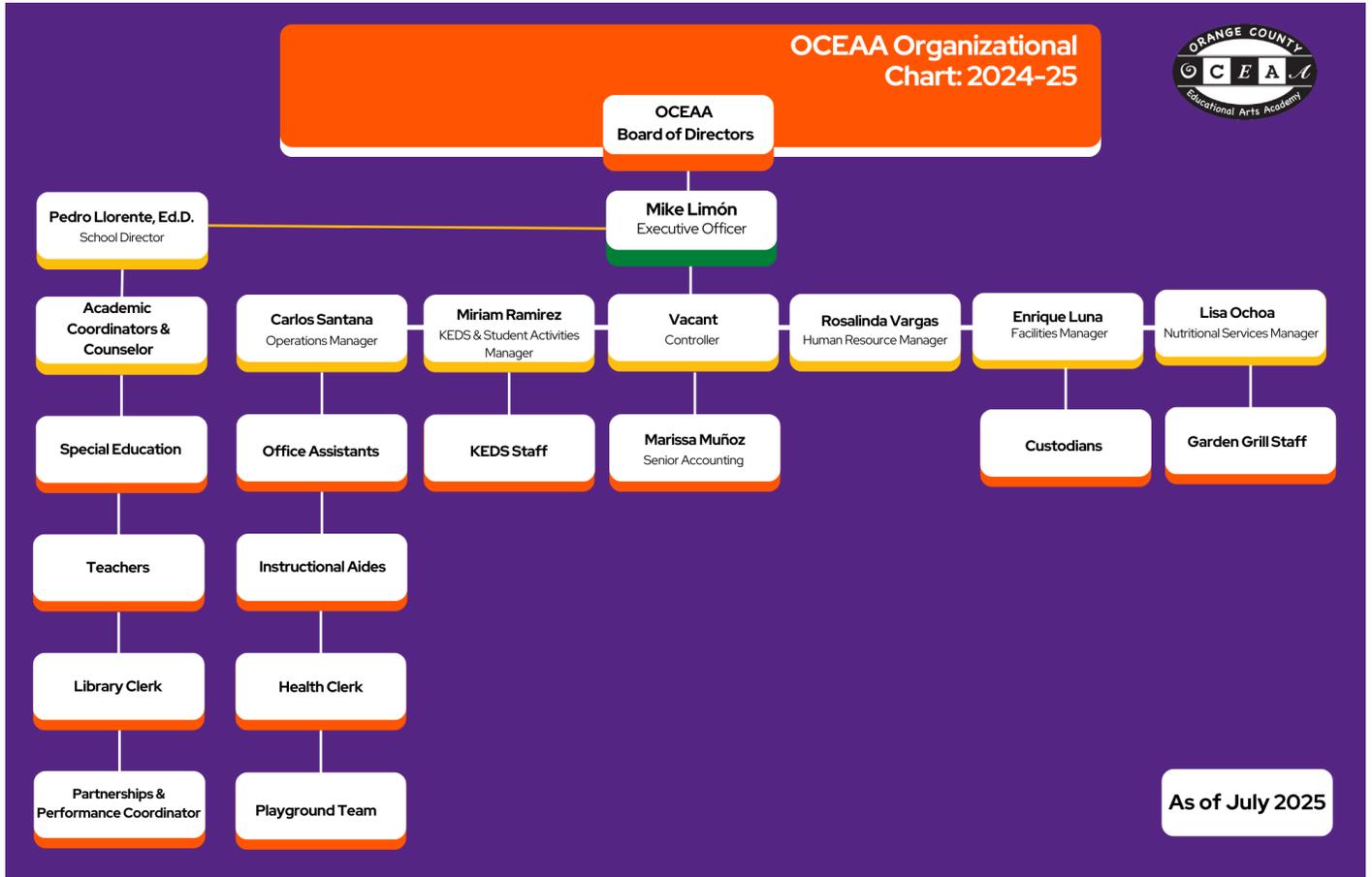
January 2026

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. Policies and procedures created and managed by OCEAA are subject to change based on the needs of our community during an emergency situation.

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



## SAFETY DRILLS OVERVIEW

**Purpose:** Safety drills prepare students and staff for emergencies through consistent, developmentally appropriate exercises that focus on minimizing disruption and trauma.

**Types of Drills Conducted:** Fire drills; Earthquake drills; Lockdown drill; & Evacuation drills annually.

**Drill Procedures:** Drills will be conducted according to state and local requirements. Staff will review procedures with students in advance using calm, age-appropriate language. All drills will be supervised by administrators or designated staff. Attendance and accountability procedures will be followed during each drill.

**Notification:** Staff will be notified in advance of drills whenever possible. Families will receive prior notification of scheduled drills via school communication platforms. Unannounced drills will only occur when required by law or district guidance and will be carefully managed.

**Post-Drill Review:** Administration will debrief with staff to identify strengths and areas for improvement. Drill feedback will be documented and used to refine procedures.

# 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
- ❖ Support students with disabilities with special assistance needed to safely exit the building
- ❖ **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><b>DROP</b> 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. Support students with disabilities with special assistance to stay safe.</p>
	<p><b>COVER</b> your head and neck with one arm and hand</p> <ul style="list-style-type: none"> <li>❖ If a sturdy table or desk is nearby, crawl underneath it for shelter</li> <li>❖ If no shelter is nearby, crawl next to an interior wall (away from windows)</li> <li>❖ Stay on your knees; bend over to protect vital organs</li> </ul>
	<p><b>HOLD ON</b> until shaking stops</p> <ul style="list-style-type: none"> <li>❖ Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts</li> <li>❖ No shelter: hold on to your head and neck with both arms and hands.</li> </ul>
	<p><b>VERIFY ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>❖ To confirm that you have all students in your classroom, email the reception at <a href="mailto:attendance@oceaa.org">attendance@oceaa.org</a>, indicating your name and "All present." Any students missing, write your name and the name of the students.</li> <li>❖ If you are providing independent services, send your name to <a href="mailto:attendance@oceaa.org">attendance@oceaa.org</a> and write your name and the name of the student. We will cross check attendance.</li> </ul>

### **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. It is important to acknowledge that individual students or staff carry personal traumas that may be reflected during drills/ emergencies involving lockdowns. This can be manifested as a lack of focus, anxiousness, tiredness, and difficulty handling emotions. We can support our students and colleagues using a trauma-informed approach in our safety plan protocols by:

- ❖ Fostering open communication and supportive relationships
- ❖ Creating a Safe and Predictable Environment
- ❖ Validating anxiety and distress without escalation
- ❖ Prioritizing Choice and Control
- ❖ Normalizing Positive Mental Health

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. Support students with disabilities with specialized assistance to stay with the group.
- ❖ 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. Support students with disabilities. 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](mailto: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](mailto: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.

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## 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 4<sup>th</sup>-8<sup>th</sup> in Library/classroom w/o windows
  - Annex: Rooms # 301 - 307
  - 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). Support students with disabilities to stay safe within the group.
- ❖ 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:6**

- ❖ 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.

## **BEHAVIORAL HEALTH CONCERNS & STUDENT SAFETY**

California Education Code (EC) Section 49428.1 requires the California Department of Education (CDE) to develop Model Referral Protocols for Addressing Pupil Behavioral Health Concerns intended to assist local charter schools, like ours, in establishing or refining timely, effective referral systems to support students experiencing behavioral health challenges for the safety of students and the community at large.

The Model Referral Protocols provide guidance for:

- Identifying students who may be experiencing behavioral health concerns;
- Referring students to appropriate school-based or community-based behavioral health professionals and support services; and
- Supporting students and families through coordinated, trauma-informed, and developmentally appropriate practices.

The school will align its behavioral health referral practices with applicable state law and guidance, ensure staff awareness of adopted protocols, and monitor compliance with training and certification requirements. Behavioral health referral procedures will be implemented in a manner that is developmentally appropriate, culturally responsive, trauma-informed, and consistent with student confidentiality requirements. Please refer to OCEAA’s Board Approved Policy.

## **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

## FIREARM SAFETY AT HOME

### FIREARM SAFETY AND SECURE STORAGE NOTIFICATION

Orange County Educational Arts Academy is committed to the safety and well-being of all students. In accordance with California Education Code Section 48986, we remind parents and guardians of their legal responsibility to keep firearms safely stored and out of the reach of children.

California law requires that firearms be secured in a locked container, locked gun safe, or with a trigger lock, and stored separately from ammunition when not in use. These requirements are intended to prevent accidents, injuries, and incidents in which firearms are brought to school from home.

Under *California Penal Code Section 25100*, it is a criminal offense to store a firearm in a manner that allows a child access. We urge all families to take appropriate steps to ensure firearms are stored safely and securely in the home.

### CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

This notice is intended to clarify California law regarding firearm storage and to help families understand their legal responsibilities. Please take time to review this information and assess your own practices to ensure compliance with state law.

- With limited exceptions, California law holds a person criminally liable for storing a firearm—loaded or unloaded—on premises under their control when they know or reasonably should know that a child could gain access without parental permission, and the child does so and: causes injury or death; brings the firearm to a public place, including a school or school-sponsored event; or unlawfully displays the firearm.
- Criminal penalties may be significantly increased if a child's access to a firearm results in serious injury or death. California law also makes it a crime to negligently store a firearm where a child is likely to gain access, even if the child never actually does, unless reasonable steps are taken to secure the firearm.
- As of January 1, 2020, in addition to fines and possible imprisonment, a person found criminally liable may be prohibited from owning or possessing firearms for up to 10 years. Parents or guardians may also face civil liability for damages resulting from a firearm discharged by their child.

We strongly encourage all families to follow proper firearm safety practices. The simplest and most effective way to comply with the law is to store firearms in a locked container or use a locking device that renders the firearm inoperable. Thank you for helping keep our school community safe.

### RESOURCES

We encourage you to review the following additional resources:

- [CSBA Fact Sheet on Firearm Safety and Storage](#)
- [Assembly Bill No. 452](#)
- [Senate Bill 906](#)
- [California Department of Education's Safe Schools pages](#)

## 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, everyone stays in the buildings; students/ staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further notice.
- ❖ 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.

## IMMIGRATION ENFORCEMENT & STUDENT/ FAMILY SAFETY

This safety policy reinforces OCEAA's commitment to equity, confidentiality, and access to education by ensuring that all students, families, and staff are safe, secure, and free from fear in at school, school programs, and school activities regardless of immigration status, and to comply with California laws governing immigration enforcement on school sites (including AB 49, SB 98, AB 419, and AB 495).

### Definitions

1. **Immigration Enforcement:** Includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law.
2. **School Site/Nonpublic Areas:** Any area of school premises not open to the general public (e.g., classrooms, office areas, administrative areas).
3. **Educational Records:** Records directly related to a student maintained by the district, including personal, family, and household information, as defined under state and federal privacy laws.

### Policy Statements

#### 1. *Safe and Welcoming Environment*

All students have a constitutional right to a free public education, regardless of their or their family's immigration status. OCEAA affirms that the school is a safe, welcoming, and inclusive environment for all students and families. No staff member shall solicit or record information related to a student's or family's immigration status during enrollment or at any time, except as required by law.

## **2. Immigration Enforcement Presence**

### **a. Access to School Sites:**

School officials and employees shall not allow immigration enforcement officers to enter nonpublic areas of school property without being presented with:

- ❖ Valid judicial warrant,
- ❖ Judicial subpoena, or
- ❖ Court order, except as otherwise required by law.

b. **Verification:** District personnel should, to the extent practicable, request valid identification and documentation from any enforcement officer seeking access and consult legal counsel if necessary.

c. **Student and Family Privacy:** District employees may not disclose educational records or personal information regarding a student, their family, household members, or staff to immigration enforcement officers without a judicial warrant, subpoena, or court order.

## **3. Notification Requirements**

a. In accordance with SB 98, OCEAA will maintain procedures that require timely notification to parents/guardians, students, teachers, administrators, and staff whenever the district confirms that immigration enforcement personnel are present on a school site. Notifications shall be consistent with existing emergency communication systems, respect individual privacy, and include:

- ❖ Date and time of confirmed presence,
- ❖ General location on campus, and
- ❖ Available community resources, if needed.

b. Notification will be made through available communication channels such as ParentSquare, email, or text alerts.

## **4. Communication of Rights and Resources**

In alignment with AB 419:

a. OCEAA will provide information about students' and families' educational and legal rights under state law.

b. This information shall be:

- ❖ Posted in the main administrative office,
- ❖ Available on the district/school website, and
- ❖ Provided upon request.

❖ Resources Include:

- ❖ [Resources for California's Immigrant Communities](#)
- ❖ [Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes](#)
- ❖ [Medidas de control de inmigración en las escuelas de California - Guía para estudiantes y familias](#)
- ❖ [Immigration-Enforcement Actions at California Schools Guide: Know Your Educational Rights](#)

## 5. *Family Preparedness and [Caregiver Authorization](#)*

Per AB 495:

- a. OCEAA shall support parents/legal guardians (and potential caregivers) in completing [caregiver authorization affidavits](#) or emergency preparedness plans that designate trusted adults authorized to make educational and medical decisions for students in the event of a parent's absence due to emergency or enforcement action.
- b. OCEAA staff shall provide guidance on how caregivers designated in such plans may act on behalf of the student, consistent with applicable law.
- c. Update your emergency contacts in PowerSchool, this ensures that the school can verify identification of authorized adults for pick-up, drop-off, and access to school. If you would like to update your emergency contacts, contact the front office to request the necessary changes.

## 6. *Reporting & Recordkeeping*

- a. Any request by immigration enforcement for access or information must be reported to the Executive Director or designee promptly.
- b. The school shall maintain records of all such requests and actions taken in response to ensure legal compliance, transparency, and accountability.
- c. The governing board shall be informed of significant incidents in a timely manner.

## **Staff Training and Implementation**

- ❖ The district will train appropriate staff on this policy, relevant state and federal laws, and best practices for responding to immigration enforcement inquiries.
- ❖ Training shall include how to verify law enforcement credentials, how to communicate with families, and privacy requirements.

## **Non-Retaliation and Non-Discrimination**

- ❖ Retaliation against any student or family due to immigration status, or family involvement with immigration enforcement, is prohibited.
- ❖ Reports of retaliation or discrimination shall be investigated and addressed in accordance with nondiscrimination policies.

# IMMIGRATION ENFORCEMENT & EMERGENCY RESPONSE PROTOCOLS

## **I. Guiding Principles**

- ❖ Student safety and emotional well-being are paramount.
- ❖ Schools are safe havens under California law.
- ❖ Calm, orderly, and lawful response is required.

## **II. Immediate Response Protocol**

- ❖ If immigration enforcement personnel arrive on campus:
  1. **Do Not Panic or Disclose Information.**
  2. Clear the front office of students and families allowing access to use alternate exits, if appropriate.
  3. Escort immigration enforcement personnel to the front entrance to remain outside private lobby areas.
  4. Notify the Executive Director, Principal, and/ or designee, immediately.

5. Do not allow access to students or classrooms absent a situational emergency requiring compliance to the demands of an immigration enforcement agent – Report immediately to the Executive Director.

### III. Verification & Decision Tree

#### ❖ Valid Judicial Warrant Present:

- Limit access strictly to what is required.
- Ensure Executive Director and appropriate administrator presence at all times.

#### ❖ No Valid Judicial Warrant:

- Deny access to nonpublic areas.
- Document the interaction.
- Ensure Executive Director and appropriate administrator presence at all times.

### IV. Student Protection Measures

- ❖ Students shall not be questioned by enforcement personnel.
- ❖ Students shall not be removed from campus by immigration enforcement.
- ❖ Emotional support services shall be offered as needed.

### V. Communication Protocol

- ❖ Internal notification to staff using predefined scripts.
- ❖ Parent/guardian notification via approved communication systems.
- ❖ Public statements, if any, shall be issued only by the Superintendent/Designee.

### VI. Lockdown vs. Modified Operations

- ❖ Immigration enforcement presence alone does **not** constitute grounds for lockdown unless there is an immediate safety threat.
- ❖ Consult immediately with Executive Director, Principal, and/or designee (Administrator) to determine if a lockdown or modified operation will be implemented on a case by case basis.

### VII. Post-Incident Actions

- ❖ Debrief with administrative team.
- ❖ Offer counseling and classroom support.
- ❖ Review response for compliance and improvement.

## IMMIGRATION ENFORCEMENT & FRONT OFFICE PROTOCOLS

As part of our safety procedures, if any staff member is approached by an individual regarding immigration enforcement matters, they should direct the individual to the school office.

#### **If an Immigration Officer Arrives to the Front Office:**

1. Clear the front office of students and families allowing access to use alternate exits, if appropriate.
2. Immediate Notification:
  - Immediately notify the Executive Director.
3. Verify Credentials:
  - Request the officer's name, badge number, supervisor's contact, and reason for the visit.
  - Ask for documentation authorizing access (e.g., warrants or subpoenas).
4. Access Guidelines:

- Without Emergency Circumstances: Do not grant access without Executive Director approval.
  - In Emergency Circumstances: Comply with the officer's immediate demands, but alert the Executive Director.
  - With Warrants or Subpoenas:
    - ICE Administrative Warrants: Require Executive Director and legal counsel review before responding.
    - Federal Judicial Warrants: Immediate compliance is legally required, but notify the Executive Director.
5. Documentation:
- Make copies of all documents provided by the officer and give to the Executive Director.
  - Document the officer's actions, communications, and any provided information.
6. Post-Incident Reporting:
- Email Management Team (Mike Limon, Executive Director ([mlimon@oceaa.org](mailto:mlimon@oceaa.org)), Pedro Llorente, School Principal ([pllorente@oceaa.org](mailto:pllorente@oceaa.org)), & Carlos Santana, Operations Manager ([csantana@oceaa.org](mailto:csantana@oceaa.org)) with full details of the encounter, including officer credentials, specifics of the request, and any actions taken.
  - School can notify parents or guardians of the situation unless prohibited by a judicial order.

### **If an Immigration Officer Requests Student, Family or Staff Information**

1. Immediately notify the Executive Director:
  - Immediately report any request for student or family information.
2. Limit Disclosure:
  - Do not release any information about students, families, or staff unless directed to do so by the Office of General Counsel.

### **Important Reminders**

- Do not physically impede officers, even if their authorization is unclear. Instead, document their actions.
- The school will report any enforcement activity to the California Attorney General.

This summary ensures compliance with laws protecting students' rights and maintains a safe learning environment. Contact the Executive Director with any questions or concerns.

## **OPIOID OVERDOSE**

Opioid use has been observed to have increased in grades 7-12 and students under the influence of this drug can have emergencies. Opioid overdose can have devastating consequences including death. The following recommendations are provided to ensure appropriate action when there is suspicion of an opioid overdose:

1. Recognizing the signs of opioid overdose can save a life. Signs of an opioid overdose include:

- ❖ Small, constricted, pinpoint pupils
- ❖ Falling asleep or losing consciousness
- ❖ Slow, weak or no breathing
- ❖ Choking or gurgling sounds
- ❖ Limp body
- ❖ Cold/ clammy skin
- ❖ Discolored skin (especially in lips or nails)

2. If you think someone is overdosing on opioids follow these steps:

**☐ Staff Actions:**

- ❖ Notify School Director and team.
- ❖ Move students away from immediate vicinity (if outside, reverse evacuation).
- ❖ Call 911 and request Naloxone for suspected opioid overdose
- ❖ If overdose victim is a student, have parents called to be available when 911 arrives
- ❖ Keep person awake and breathing
- ❖ Lay person on their side to prevent choking
- ❖ Stay with the person until 911 arrives
- ❖ Document incident with an incident report

## 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.

## REPORTING SUSPECTED VIOLENT / DANGEROUS SITUATIONS

School staff may be informed about potential upcoming violent, dangerous, or unlawful acts on school grounds. It is appropriate to partner with local law enforcement to investigate any credible threats that would harm our community and requires swift action by school administration.

When a report of a suspected violent, dangerous, or unlawful situation occurs:

### **Staff Actions:**

- ❖ Notify an Administrator right away.
- ❖ Ensure the safety of students and staff.
- ❖ Ensure that first aid is rendered if anyone is injured.

### **Administrator/Designee Actions:**

Quickly assess if there is time to investigate further or there is a need to notify law enforcement right away.

- ❖ Notify law enforcement.
- ❖ Assess and execute evacuation or lockdown based on the situation
- ❖ Create communication to notify staff/ parents of situation and next steps
- ❖ Document all actions taken by staff and complete incident reports.

# 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  
Safety 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.

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 1<sup>st</sup> month of return to class Monitor attendance

## SUSPECTED CONCUSSIONS

### Staff Actions:

- ❖ Immediately remove student from the activity to have them evaluated by the Health Office
- ❖ If student suffered severe head or face trauma, severe bleeding, the student exhibits a high-level of confusion, fatigue, becomes unconscious, or stops breathing, call 911 immediately.
- ❖ If student is unable to move, but is conscious, call the Health Office over to evaluate at the site of the incident.
- ❖ Staff supervising the area where the incident took place is to investigate and complete the Incident Report
- ❖ Health Office or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.
- ❖ If parents are not able to come to school, a school representative may need to accompany student to the hospital in the ambulance to reunite with parents there.
- ❖ The student is not be permitted to return to normal school activity until evaluated and cleared by a licensed health care provider trained in the management of concussions.

### Administrator/Designee Actions:

- ❖ Call 911 (if necessary and if not already completed).
- ❖ If 911 is called, provide access to premises for first responders arriving to evaluate the student.
- ❖ If parents are not able to come to school, administrator or designated school representative may need to accompany student to the hospital in the ambulance to reunite with parents there.
- ❖ Document actions and secure complete incident reports.
- ❖ Provide a K-12 Student Accident Claim Form to the parents to cover injury-related out of pocket expenses.

## 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 & immediately 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 via eyewitness reports or because of weather signatures on Doppler Radar.
- ❖ Warnings may be issued within minutes of the arrival of most severe weather events.
- ❖ Winter storm 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.

### Other Inclement Weather Conditions:

There will be times when it is not safe for children to be outdoors, or for outdoor time to be limited.

Factors considered in determining outdoor safety are:

- ❖ **Temperature:** When temperatures fall below 42 degrees, children will be inside. When temperatures rise above 91 degrees or we have excessive heat or cold warnings, children will be inside.

**Heat Risk Resource:** [National Weather Service HeatRisk Dashboard](#)

- ❖ **Precipitation:** When there is rain, hail, or wet conditions that cause surfaces to be slippery, children will be inside. Weather Resource: [National Weather Service Forecast – Santa Ana, CA](#)
- ❖ **Extreme Wind:** When there are extreme winds that cause debris to fly or wind warnings are issued, children will be inside. Weather Resource: [National Weather Service Forecast – Santa Ana, CA](#)
- ❖ **Air Quality:** When poor air quality advisories are issued, children will be inside. Monitoring Resource: [South Coast AQMD](#)

**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.
  - Notify staff of modifying the schedule for indoor activities until weather conditions allow for outdoor activities.
  - Initiate emergency procedure if necessary.
  - Document actions and complete incident report.

**Staff supervising recess activities:**

- ❖ Work with manager or administrator to determine appropriate indoor plan
- ❖ Reception can assist in making announcements using the PA system to communicate updates to recess or other outdoor activities
- ❖ Staff can refer to indoor recess activities plans in the OCEAA Family Handbook

## 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><b>INCIDENT COMMANDER</b> (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"> <li>→ Assess emergency or threat and impact to students, staff, school property, and surrounding community</li> <li>→ Activate emergency plan and Incident Command System</li> <li>→ Establish a command post</li> <li>→ Implement student, staff, and visitor counts</li> <li>→ Develop and communicate plan of action; update staff regularly</li> <li>→ Consult with emergency responders</li> <li>→ Authorize any release of public information</li> <li>→ Bring student release procedures (when it is safe to do so)</li> <li>→ Release teachers and staff as appropriate</li> <li>→ Declare end of emergency – initiate recovery when appropriate</li> <li>→ Make provisions for mental health counseling</li> </ul>
<p><b>SAFETY TEAM</b></p>	<p>Responsible for safety and security of the site; stops operations if conditions become unsafe.</p> <ul style="list-style-type: none"> <li>→ Lock gates and all external doors</li> <li>→ Locate/control/extinguish small fires as necessary</li> <li>→ Check gas meter and, if gas is leaking, shut down gas supply</li> <li>→ Shut down electricity only if building has clear structural damage or advised to do so by IC</li> <li>→ Post yellow caution tape around damaged or hazardous areas</li> <li>→ Verify that the campus is “locked down” and report to IC</li> <li>→ Keep IC updated of all activities and precautions taken</li> <li>→ 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.</li> <li>→ Route parents, fire, rescue, police, etc. as appropriate</li> </ul>

<p><b>MEDICAL RESPONSE TEAM</b></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"> <li>→ Provide emergency first aid</li> <li>→ Keep site coordinator updated on status of victim(s)</li> <li>→ Update first responders upon arrival at the scene</li> <li>→ Keep log of status of victim(s) and all aid administered</li> </ul> <p><b>Note:</b> in the event of multiple injury, the first aid coordinator will manage the first aid team. Members of the first aid team may be any adults who have received first aid/CPR training</p>
<p><b>SEARCH &amp; RESCUE TEAM</b></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"> <li>→ Coordinate the efforts of the search teams to ensure all areas of the school campus have been searched</li> <li>→ Procedures for searching a room: <ul style="list-style-type: none"> <li>◆ Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched</li> <li>◆ The team will search the room, moving clockwise</li> <li>◆ When the room has been searched, and cleared, the team will place a second piece of tape so that a large "X" will indicate that the room has been cleared by the team</li> <li>◆ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post.</li> <li>◆ 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</li> </ul> </li> <li>→ 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</li> <li>→ Keep the IC updated on the status of the team's effort and assist with the emergency as directed</li> </ul>

<b>STUDENT SUPERVISION TEAM</b>	<p>Executes emergency commands involving students, supervises students during emergency procedures and at evacuation site,</p> <ul style="list-style-type: none"> <li>→ sends Emergency Attendance Counts to Incident Command, performs first aid as needed.</li> <li>→ 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</li> <li>→ Organize and supervise student activities</li> </ul> <p><b>Note:</b> 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>
<b>STUDENT RELEASE TEAM</b>	<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"> <li>→ At the direction of the IC, release students to authorized adults</li> <li>→ Maintain a log of all students who have been released and who they were released to</li> <li>→ Set up a parent contact area (check in gate) with student emergency information sheets and appropriate paperwork (sign out registrar, student call slips)</li> </ul>
<b>COMMUNICATIONS TEAM</b>	<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"> <li>→ Prepare information for distribution to parents and the community</li> <li>→ Implement parent notification procedures</li> </ul>

## 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><b>A Low Impact Incident:</b> 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"> <li>● <b>Example:</b> A small disturbance or fight. NOTE: Not every misbehavior incident will warrant a notification response.</li> </ul>	<ul style="list-style-type: none"> <li>● Posted message on school platforms</li> <li>● Letter sent home and/or email message</li> </ul>
<p><b>A Moderate Impact Incident:</b> 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"> <li>● <b>Example:</b> A gas leak or a threat to the school</li> </ul>	<ul style="list-style-type: none"> <li>● Email</li> <li>● Text message</li> <li>● Posted message on school platforms</li> </ul>
<p><b>A High Impact Incident:</b> 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"> <li>● <b>Example:</b> An intruder in school or the use of a weapon in school resulting in injuries to students or staff</li> </ul>	<ul style="list-style-type: none"> <li>● Phone message</li> <li>● Text message</li> <li>● Email</li> <li>● Posted message on school platforms &amp; district website</li> <li>● Press release</li> </ul>

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.

# INSTRUCTIONAL CONTINUITY PLAN

*Instructional Continuity Plan - Updated: February 2025*

An Instructional Continuity Plan (ICP) is designed to prioritize the success of all students and provide the necessary access and supports for educators and students to ensure high-quality teaching and learning in a virtual environment when in-person instruction is disrupted due to an emergency. Various types of local emergencies could generate the need for a school closure, including natural disasters, pandemics, or events that damage the infrastructure of the school.

The primary goals of the ICP are to:

- Sustain the OCEAA community through support, connection, and care.
- Allow students to progress toward their major learning goals and priority standards in math and literacy (TK-5), and in all subjects (6-8).
- Retain and extend learning that has happened already this year through enrichment activities in multiple subjects.

We know that virtual learning cannot replace the experience of face-to-face classroom instruction. However, using technology tools and following some basic guidelines, we can facilitate student learning while exploring new modes of education.

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## School Primary Contact Information

- **Physical Address:**
  - **Main Building:** 825 N. Broadway Santa Ana, CA 92701
  - **Annex Building:** 826 N. Broadway Santa Ana, CA 92701
- **Phone:** (714) 558 2787

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## Communication Plan

- **Administration Contact:** The school will communicate closures via email, school website, text messages ParentSquare communications, and social media.
- **Teacher Communication:** Teachers will provide updates to students and parents through ParentSquare, email, and virtual learning platforms.
- **Office Hours:** Teachers will hold virtual office hours for student and parent inquiries.

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## Leadership and Planning

All instructional continuity action plans are supported by OCEAA administration based on the need that arises. The Administration Team is dedicated to supporting the primary goals of the instructional continuity plan while balancing the vision and mission of OCEAA during any event that requires a physical closure of the school.

The Administration Team includes:

Mr. Mike Limón, Executive Director  
Dr. Pedro Llorente, School Director/ Principal  
Mrs. Rosalinda Vargas, Human Resources Manager  
Mr. Carlos Santana, Operations Manager  
Mrs. Lisa Ochoa, Nutritional Services Manager  
Mrs. Miriam Ramírez, KEDS Program & Student Activities Manager  
Mr. Enrique Luna, Facilities Manager  
Mrs. Jocelyn Vargas, Crew & Character Coordinator  
Mrs. Monica Bennett-Gee, DLI Curriculum & Instruction Coordinator  
Mrs. Doraima Gómez, Assessment & Intervention Coordinator

## Technology and Tech Support

To participate in remote instruction at home, each OCEAA student will need the following tools:

- Wi-Fi access with Internet
- Laptop, tablet or Chromebook with a camera
- Headphones (optional)
- Basic supplies such as paper, pencils, pens, crayons, etc.

If you still need the school's support in securing the first two items, please contact the Hotline for OCEAA families, 10:30am-2:00pm Monday through Friday ([FamilyTechHelp@oceaa.org](mailto:FamilyTechHelp@oceaa.org), 714-404-4326). If you have checked out an OCEAA school iPad or Chromebook please see this link for [School Chromebook Instructions](#). Students will not need books or photocopied materials from school.

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## Instructional Practice & Delivery Methods

### Synchronous Learning (Live Instruction)

- Teachers will conduct daily live lessons using Zoom.
- Live lessons will follow a modified schedule to accommodate remote learning.
- **Attendance** will be taken for Zoom class meetings. Meetings can be set with different start times to accommodate a variety of scheduling needs, and we ask that your student is available to attend class meetings on a regular basis. We understand scheduling conflicts may arise, and ask that you communicate with your students' teachers as soon as possible if class will be missed for any reason.
- TK-5 will start Zoom crew, math, and literacy lessons at the same time each day. 6-8 students will follow a multi-period Zoom class schedule that includes crew, math, Spanish and English language arts, science, history, the arts, and office hours.

### Asynchronous Learning (Self-Paced Instruction)

- Assignments, videos, and instructional materials will be posted on different platforms depending on the grade level and classroom (Google Classroom/Seesaw)
- Students will complete work within designated deadlines.

### Hybrid Learning Model for Continuity of Instruction

If full in-person instruction is disrupted due to an emergency, public health condition, or other circumstances, the school may implement a hybrid learning model to ensure continuity of instruction in alignment with California Department of Education guidance. This model combines scheduled in-person instruction with remote learning, allowing for ongoing access to standards-aligned curriculum, teacher-led instruction, attendance monitoring, and student engagement. Instructional services, learning materials, and student supports will be provided to all students, including English learners, students with disabilities, and other student groups, to the greatest extent possible. The structure and duration of the hybrid model will be determined based on applicable state and local guidance and communicated to families as conditions require.

### Student Expectations

- Log in daily to the designated learning platform.
- Participate in live lessons using cameras and complete assigned work.
- Maintain respectful online behavior and follow digital citizenship guidelines.

### Teacher Responsibilities

- Provide clear lesson instructions and maintain regular contact with students and parents.
- Offer live and recorded lessons as needed.
- Assess and give feedback on student work.
- Monitor student engagement and provide support for those needing additional help.

### Parent/Guardian Support

- Ensure students have a quiet, structured learning space at home.

- Encourage daily participation and completion of assignments.
- Communicate with teachers regarding concerns or technical difficulties.

### **Assessment & Grading**

- Formative and summative assessments will be administered through online platforms.
- Grading policies will be adjusted as needed to accommodate remote learning.
- Teachers will provide individualized feedback and support.

### **Estimated Time on Task by Grade Level**

Below are estimates of the amount of time needed daily and weekly to complete the full range of learning activities in each grade level, including breaks.

TK-2 — Up to 2 hours per day of student activity = 10 hours per week

- 1 Zoom class meeting scheduled daily, plus 2 small group reading meetings per week.
- Daily assigned independent work in math and literacy
- Daily choice activities in language, science, social studies, art, technology, and crew

3rd-5th grades — Up to 3 hours per day of student activity; 15 hours per week

- 1-2 Zoom class meetings daily, plus 2 small group reading meetings per week.
- Daily assigned independent work in math and literacy
- Daily choice activities in language, science, social studies, art, technology, and crew

6th-8th grades — Up to 4 hours per day of student activity; 20 hours per week

- 3-4 Zoom meetings daily, plus office hours and tutoring based on student needs.
- Daily assigned independent work in crew, math, literacy, science and history
- Weekly art project (choice of dance, visual arts, music, theater and media arts)

### **Resources**

- **Small Group and One-on-One Video Conferences with Teachers and Instructional Aides**

TK-5th grade teachers and instructional aides will use Zoom to support their students in small reading groups. To assist with scheduling, teachers may send out video conference sign-ups to parents the Google Classroom scheduler or SignUpGenius. Please write down your student’s conference time slot and be sure they log on to Zoom at the appropriate time.

- **Office Hours**

Students in grades 6-8 can attend scheduled Zoom office hours with their teachers to ask questions or get extra help. Students can also contact teachers directly using their OCEAA email accounts. Additional small group or 1-1 tutoring sessions may be scheduled based on student needs.

### **Recommendations for Parents and Families**

We understand that your family may be experiencing stress and hardship during this time, and do not expect you to be your child’s “teacher” all day long. Most activities are designed for your students to complete them independently. We ask only that you do the best you can to create some learning routines so that students can, at a

minimum, complete their math and literacy assignments. Below are some tips for success.

- **Check ParentSquare regularly.** Administrators and teachers will communicate with parents through ParentSquare. The frequency and detail of teacher communications will be determined by your student's degree of independence. We ask that parents remember that teachers will be communicating with many other families while taking care of their own families. Communications should be essential and brief.
- **Help your student establish and stick to routines.** At home, depending upon your student's age, you may find it necessary to help establish new routines around getting up and getting dressed, setting up work spaces for productive collaboration and learning, staying organized, snacks and meals, family time, and physical activity. Timers and alarms can help make sure your student attends his/her scheduled online classes.
- **Help your student find a workspace.** Setting up a predictable workspace at home can help students establish good work habits and allow them to approach their work seriously—for example, they should not work while wearing pajamas in bed. A corner of a room with a chair and small table or flat surface will suffice.
- **Empower student self-regulation and learning.** With routines and expectations established, look to create space for students to immerse themselves in their work and their school relationships. Classroom spaces and experiences—including those delivered over distance—are crafted for the students. Strive to preserve the integrity of those experiences by giving your student the chance to own their work. Don't complete assignments for them.
- **Encourage physical activity.** One of the challenges of distance learning, especially given its reliance on computer technology, is that it can lead students (and adults) to sit for long periods of time without physical activity. Encourage your student to complete the health & wellness activities on their choice board (elementary), take breaks and get outside.
- **Watch for anxiety.** With the emergencies unfolding in real time, some students will be understandably worried about family and friends, or generally absorb the anxiety around them. Limit your student's exposure to news coverage, including social media, and allow them to focus on the routine of school.
- **Ask for help.** If you have questions or concerns about your student's engagement in distance learning or your student is struggling with attention and organization, please reach out to your student's teacher or Jocelyn Vargas, School Character and Culture Coordinator over ParentSquare or at [jvargas@oceaa.org](mailto:jvargas@oceaa.org).

### **Special Considerations for Parents Who Don't Speak Spanish with Students in Primary Grades (TK-2)**

We understand parents may be especially anxious about their children not experiencing Spanish language immersion due to school closure. As long as your child participates fully in the distance learning plan for his/her grade level, and is stimulated daily in your home language, your child will progress in math and literacy skills.

Below are some additional recommendations:

1. Do provide exposure to Spanish. Utilize online resources to expose your student to Spanish through audio books and educational videos so your child can hear spoken Spanish often. Quality television programming in Spanish may also be available; check your local listings.
2. Don't try to model or teach Spanish. Your child likely does not identify you with Spanish, and modeling incorrect Spanish is neither necessary nor helpful. Home languages are love languages, and your child needs this comfort in a time of crisis.
3. Read to, and talk with, with your students regularly in your home language. It is important to interact naturally in your home language with your student as this develops vocabulary and background knowledge that supports learning a second language.
4. Supporting beginning readers. Students are ready to read at different times in any language. Your child may be in the emergent or beginning stages of reading. Here are some tips for supporting readers at different

developmental stages:

- [Emergent Readers: Look! That's My Letter!](#)
  - [Beginning Readers: Look! I Can Read This!](#)
  - [Transitional Reading and Writing](#)
- 

## School Support Services

### Special Education & Support Services

- The SpEd Team led by Micki Webb ([mwebb@oceaa.org](mailto:mwebb@oceaa.org)) will contact families and schedule services with their students based on IEP goals.
- Individualized support will continue through virtual meetings and adapted materials.
- Related services (speech, OT, counseling) will be offered via teletherapy where possible.
- Teachers and specialists will collaborate to ensure IEP accommodations are met.

### KEDS After-School Program

- The KEDS After School Program functions would shift in the event of a school closure to provide after school homework help.
- The KEDS Team is led by Ms. Miriam Ramirez ([mramiriez@oceaa.org](mailto:mramiriez@oceaa.org); 714-361-1850).
- Sessions would be held online via Zoom
- Students would logon for virtual sessions held by grade.

### Lunch Services Program

- Efforts would be made to continue to have breakfast and lunch meals available free of charge for ALL students 18 years and younger based on state funding.
  - The Garden Grill Team is led by Ms. Lisa Ochoa ([lochoa@oceaa.org](mailto:lochoa@oceaa.org); 714-619-2967).
  - A service schedule and pick-up location information will shared with families communication channels.
  - Attempts would be made to utilize the valet zone for meal distribution, if facilities allow.
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## Continuation of School Operations

### Availability & Contact Information

- **Main Office**

While campus is closed, the Operations Manager ([csantana@oceaa.org](mailto:csantana@oceaa.org), 714-619-2963), will be available from 8:30am-3:00pm to answer questions related to school operations, including questions about registration, records, and enrollment.

- **Attendance**

Students are expected to participate in school activities during each day of distance learning. Teachers will take attendance for each Zoom session. If you know your child will not make a session, please let the teacher know through ParentSquare or e-mail.

- **Socioemotional, Behavioral and Wellness Support**

Jocelyn Vargas, School Culture and Character Coordinator, will be available from 8:30am-3:00pm through ParentSquare or [jvargas@oceaa.org](mailto:jvargas@oceaa.org) if you have concerns about your student's engagement in distance learning, if your student is struggling with attention and organization, or if your family is in crisis and in need of support services.

- **Technology Help**

The Technology Support Hotline for OCEAA families will be accessible Monday through Friday 10:30am-2:00pm ([FamilyTechHelp@oceaa.org](mailto:FamilyTechHelp@oceaa.org), 714-404-4326)

- **Program Oversight**

Dr. Pedro Llorente, School Director, can be reached by [pllorente@oceaa.org](mailto:pllorente@oceaa.org) for assistance with any program problem that is unable to be resolved with other staff. This includes any concerns regarding students receiving special education services through an IEP or accommodations through a 504 plan.

## **Review & Updates**

This plan will be reviewed annually, or updated as needed, based on feedback from stakeholders, changing circumstances, and normal maintenance of the Comprehensive Safety Plan.

## APPENDICES

### A: SCHOOL RESPONSE TEAM ORGANIZATION 2026-2027

INCIDENT COMMANDERS/ADMINISTRATIVE TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> <li>School Director – Pedro Llorente, Ed.D.</li> <li>Operations Manager – Carlos Santana</li> <li>Receptionist – Araceli Dueñas</li> <li>KEDS Manager – Miriam Ramirez</li> </ol>	<u>Annex</u> <ol style="list-style-type: none"> <li>Executive Director – Mike Limon</li> <li>Operations Manager – Carlos Santana</li> <li>Staff – Elmer Barrera</li> <li>Teacher – Sylvia Levy</li> <li>KEDS Program Lead – Amelia Knedgen</li> </ol>	
SAFETY AND SECURITY TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> <li>Maintenance – Enrique Luna/Miguel Morales</li> <li>Kitchen Staff &amp; Lunch Supervisors</li> <li>Receptionist – Araceli Dueñas</li> <li>KEDS – Miriam Ramirez/ Adrimar Garcia</li> </ol>	<u>Annex</u> <ol style="list-style-type: none"> <li>Maintenance – Enrique Luna</li> <li>HR Manager – Rosalinda Vargas</li> <li>KEDS – Amelia Knedgen/ Randy Garcia</li> </ol>	
FACILITIES TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> <li>Maintenance - Enrique Luna</li> <li>Operations Manager – Carlos Santana</li> <li>KEDS – Miguel Morales</li> </ol>	<u>Annex</u> <ol style="list-style-type: none"> <li>Maintenance – Enrique Luna</li> <li>HR Manager - Rosalinda Vargas</li> <li>KEDS – Randy Garcia</li> </ol>	
SEARCH & RESCUE TEAM		
<u>Main Team - 1st Floor</u> <ol style="list-style-type: none"> <li>Nestor Barrios</li> <li>Jocelyn Vargas</li> <li>Lisa Ochoa</li> </ol> KEDS: Carlos Garcia (PM)	<u>Main Team - 2nd Floor</u> <ol style="list-style-type: none"> <li>Doraima Gomez</li> <li>Ivan Luna</li> <li>Febe Barrera</li> </ol> KEDS: Megan Lawson (PM)	<u>Annex Team</u> <ol style="list-style-type: none"> <li>Receptionist – Araceli Dueñas</li> <li>Teacher Aide – Elmer Barrera</li> <li>Accountant - Marissa Munoz</li> </ol> KEDS: Mia Garcia (PM)
MEDICAL RESPONSE TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> <li>Health Clerk – Maria Soto</li> <li>Coordinators - Monica Bennett Gee</li> <li>KEDS – Reception Team (PM)</li> </ol>	<u>Annex</u> <ol style="list-style-type: none"> <li>Araceli Sandoval</li> <li>Staff – Elmer Barrera</li> <li>KEDS – Michelle Pichardo</li> </ol>	
STUDENT SUPERVISION TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> <li>Classroom Teachers</li> <li>Kitchen Staff</li> <li>KEDS</li> </ol>	<u>Annex</u> <ol style="list-style-type: none"> <li>Classroom Teachers</li> <li>KEDS</li> </ol>	

<b>STUDENT RELEASE TEAM</b>	
<u>Main Building</u> 1. Receptionist – Araceli Dueñas 2. Health Clerk – Maria Soto 3. Playground Staff 4. KEDS – Reception Team (PM)	<u>Annex</u> 1. Receptionist – Araceli Sandoval 2. HR Manager - Rosalinda Vargas 3. Accountant - Marissa Munoz 4. KEDS – Michelle Pichardo
<b>COMMUNICATIONS TEAM</b>	
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><b>1. EVACUATION</b> (For use when conditions outside are safer than inside)</p> <p><b>When announcement is made or alarm sounded:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)</li> <li><input type="checkbox"/> Take roll book for student accounting</li> <li><input type="checkbox"/> Assist those needing special assistance</li> <li><input type="checkbox"/> Go to designated Assembly Area</li> <li><input type="checkbox"/> Take attendance; report according to Student               <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting and Release procedures</li> </ul> </li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>	<p><b>4. SHELTER-IN-PLACE</b> (For use in external gas or chemical release scenarios)</p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom or other designated location</li> <li><input type="checkbox"/> Close and tape all windows and doors (external gas/chemical release)</li> <li><input type="checkbox"/> Take attendance; report according to Student               <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting and Release procedures</li> </ul> </li> <li><input type="checkbox"/> Do not allow anyone to leave the classroom</li> <li><input type="checkbox"/> Stay away from all doors and windows</li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>
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<p><b>2. REVERSE EVACUATION</b> (For use when conditions inside are safer than outside)</p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move students and staff inside as quickly as possible</li> <li><input type="checkbox"/> Report to classroom</li> <li><input type="checkbox"/> Check for injuries</li> <li><input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting and Release procedures</li> </ul> </li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>	<p><b>5. LOCKDOWN</b> (For use to protect building occupants from potential dangers in the building)</p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom</li> <li><input type="checkbox"/> Close and lock all windows and doors and do not leave for any reason</li> <li><input type="checkbox"/> Stay away from all doors and windows and move students to interior walls and drop</li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>
<p><b>3. SEVERE WEATHER SAFE AREA</b> (For use in severe weather emergencies)</p> <p><b>When announcement is made or alarm sounded:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)</li> <li><input type="checkbox"/> Take roll book for student accounting</li> <li><input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <li>Accounting and Release procedures</li> </ul> </li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>	<p><b>6. DROP, COVER AND HOLD</b> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p><b>When the announcement is made or shaking is felt:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DROP – to the floor, take cover under a nearby desk or table and face away from the windows</li> <li><input type="checkbox"/> COVER - your eyes by leaning your face against your arms</li> <li><input type="checkbox"/> HOLD - on to the table or desk legs, and maintain present location/position</li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>
<p><b>7. Active Shooter:</b></p> <p><b>If an announcement of intruder is made or shots fired are heard or observed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond Immediately – Call 911 as soon as safe to do so</li> <li><input type="checkbox"/> RUN – and get yourself and others away from the area of danger leaving belongings behind</li> <li><input type="checkbox"/> HIDE – Lock doors, barricade, turn off lights, and silent phones</li> <li><input type="checkbox"/> <b>Staff/ Teachers:</b> 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</li> <li><input type="checkbox"/> Wait for further instructions</li> </ul>	

## 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
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**Call origin: Check all that apply**

Local	Long distance	Internal	Cell phone
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**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
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- 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.

## L: BULLYING, HARASSMENT, & CYBERBULLYING PREVENTION

A OCEAA is committed to promoting a safe, respectful, and inclusive school culture consistent with the charter's mission and dual-language program. Bullying, harassment, and cyberbullying are prohibited and will be investigated promptly. Appropriate corrective and disciplinary actions will be taken in accordance with Education Code § 48900 et seq., the charter school's discipline policies, and applicable nondiscrimination law.

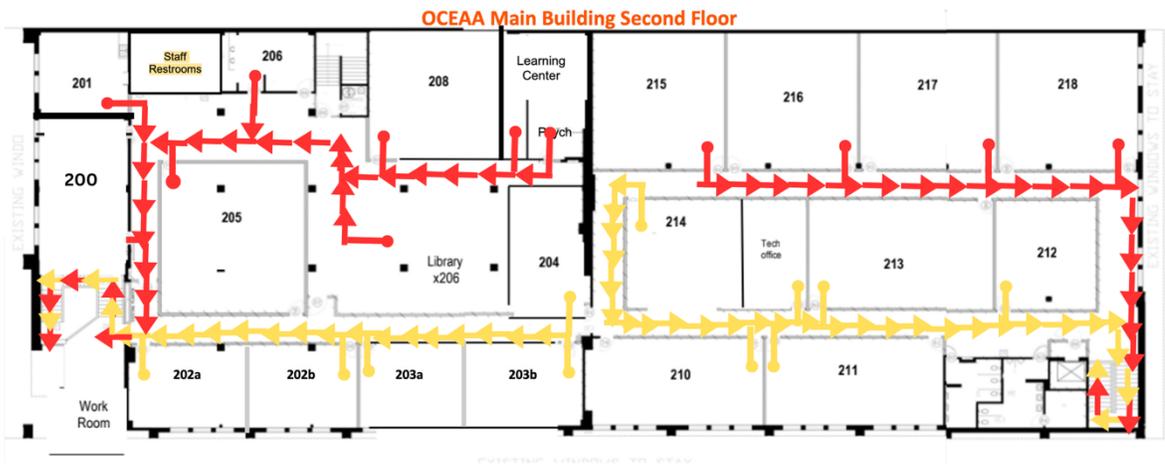
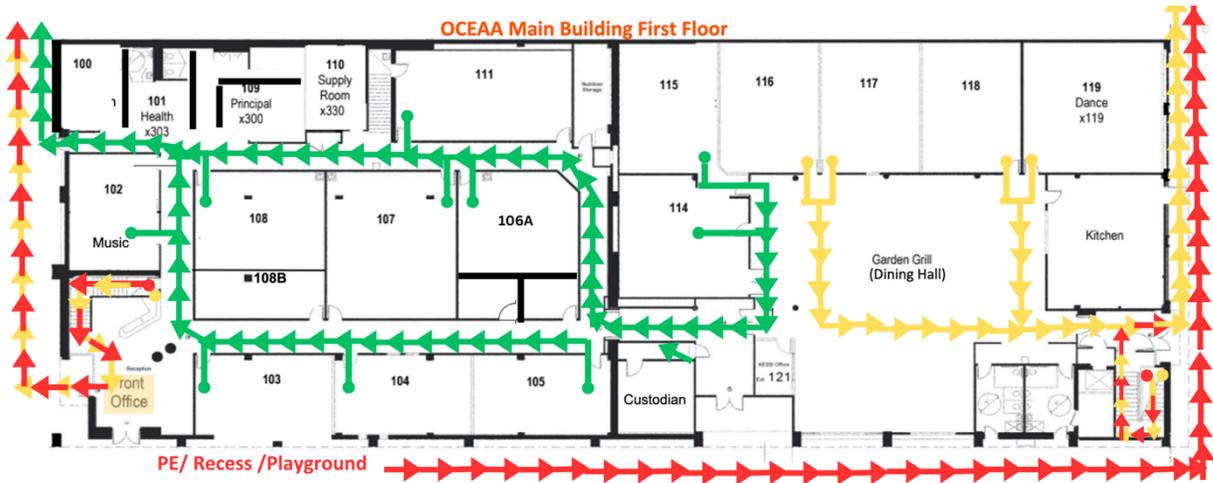
Per California Education Code, these are the official definitions used when referencing issues related to bullying, harassment, and cyberbullying:

- **Bullying** is any severe or pervasive physical, verbal, written, or electronic act by a student or group of students that causes or can reasonably be expected to cause harm, fear, damage to property, or substantial interference with a student's academic performance or participation in school activities. Bullying may occur on or off campus when it has a connection to the school environment. *(EC § 48900(r); EC § 234.1)*
- **Harassment** is unwelcome conduct based on a student's actual or perceived protected characteristic that is severe, pervasive, or persistent enough to create an intimidating, hostile, or offensive educational environment or to substantially interfere with a student's educational performance or well-being. *(EC § 48900.3; EC § 234.1)*
- **Cyberbullying** is bullying carried out through electronic communication, including text messages, emails, social media, websites, applications, or other digital platforms. It may include posting or sharing harmful or humiliating content, impersonation, or sharing private information without consent, and may occur on or off campus when it disrupts the school environment or infringes on a student's rights. *(EC § 48900(r)(2); EC § 234.1)*

### Procedure:

- Reports of bullying or harassment may be made by students, staff, or families and will be promptly investigated.
- Corrective actions will be taken in accordance with school policy found on pages 34-36 of the [OCEAA Family Handbook](#) and law.
- Prevention efforts will include culturally responsive instruction and community education that reinforce respect across languages and cultures.
- Retaliation against individuals who report concerns is prohibited.

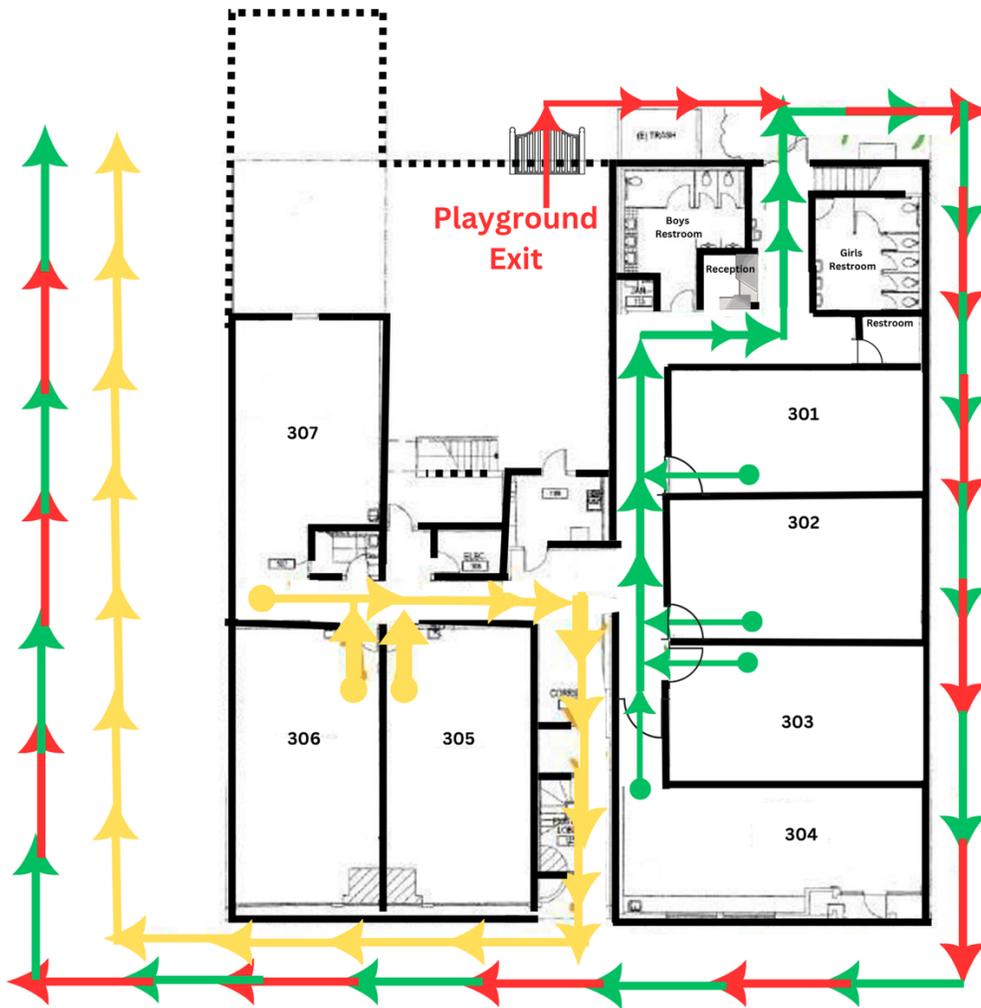
# M: MAIN BUILDING EVACUATION ROUTES TO EXIT DOORS



**N: MAIN BUILDING EVACUATION ROUTES FROM EXITS TO ASSEMBLY AREA**



**O: ANNEX EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA**



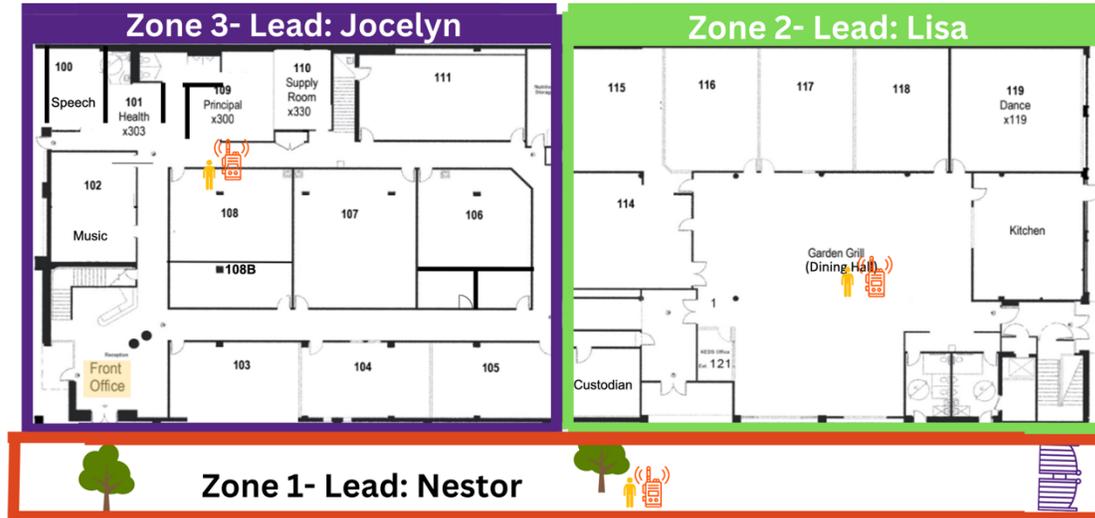
# P: ANNEX BUILDING EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA



# Q: 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/ open spaces are clear of students/ teachers/ staff
2. Assist any roaming students to evacuate and re-unite with class for attendance
3. Check each individual classroom in your zone to assess any injuries/ identify missing students/ doors are to be left closed and (only unlocked if no lock block is available) locked with the lock block on/ enabled (Fire Department should be able to enter easily, if needed)
4. Report "Zone # - All Clear" over radio
5. Exit out of the building to assembly area after clearing your zone