Oxford Day Academy
2019 -2020
Professional Development Calendar
Fridays 1:00 – 3:30pm

June 12, 2019
All Staff (combined with BCM) CPR and First Aid training for AY 2019 – 20

August 5 – 9, 2019
Teacher/Staff PD
Pre-school workdays and Professional Development (see week-long calendar)

August 16, 2019
Special Ed – Teachers Responsibility
Serving English Language Learners
Deepening Understanding of Response to Intervention (RTI) and Teacher Expectation (what is the criteria for students to exit out?).

August 23, 2019
Neuroscience of the Brain
Understanding the ODA Model

September 13, 2019
Implementation of Harkness Tables (across all grade levels) and Tutorials
Guiding Inquiry Based Learning
LCAP Review
Monday, September 16, 2019: School Safety Plan
Monday, September 23, 2019: Training for Secure Campus drill on 9/24
September 20, 2019
Mandated Reporter training (please make sure to sign the sign-in sheet)

Note: Based on school’s need, PD topics may change or switched to a different day
The goal of Intercession: How does it contribute to student success and what are the expectations of teachers

October 4, 2019
Using Data to Inform Practice
Benchmark Assessments

October 11, 2019
Teacher and Staff Evaluations
Training for Secure Campus drill on 10/17

October 25, 2019
LCAP - How are we doing so far?
School Safety Plan (full walk through with changes from 9/16 training)

November 8, 2019
Vertical Teams
Professional Learning Communities
Monday, November 18, 2019: Training for Lockdown/Barricade drill on 11/22

November 22, 2019
Effective Teaching in Every Classroom
Monday, December 2, 2019: Training for Evacuation drill on 12/6

December 6, 2019
Examining Student Motivation – How are our students doing?

December 13, 2019
MAP and MESH Survey – Data Dashboard Presentation

Note: Based on school’s need, PD topics may change or switched to a different day
How are various constituent groups using the data: students, parents, teachers

January 10, 2020
Formative Assessment and Standards Based Grading
1. Understand the types and uses of formative assessments
2. Examine current grading practices and how they relate to student learning
3. Connect formative assessment practices with grading practices that accurately reflect student achievement

Monday, January 13, 2020: Training for Shelter in Place drill on 1/15

January 24, 2020
Kid Talk

February 7, 2020
Neuroscience of Addiction

March 27, 2019
Using data as a guide
Spring Assessments: What do we need to know?

April 10, 2020
Growth Institute

May 2020
TBD

June 2020
TBD

Note: Based on school’s need, PD topics may change or switched to a different day
Note: Based on school’s need, PD topics may change or switched to a different day
## ODA 2019 - 2020
### Drill Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019</td>
<td>Secure Campus</td>
<td>Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.</td>
</tr>
<tr>
<td>September 24, 2019</td>
<td>Drop, Cover and Hold on</td>
<td>Implement during an earthquake or explosion to protect building occupants from flying and failing debris.</td>
</tr>
<tr>
<td>December 6, 2019</td>
<td>Evacuation</td>
<td>Implement when conditions outside the building of off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.</td>
</tr>
<tr>
<td>January 15, 2020</td>
<td>Shelter in Place</td>
<td>Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildfire. Close windows and air vents and shut down air conditioning/heating units.</td>
</tr>
<tr>
<td>February 6, 2020</td>
<td>Secure Campus</td>
<td>Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.</td>
</tr>
<tr>
<td>March 16, 2020</td>
<td>Drop, Cover and Hold on</td>
<td>Implement during an earthquake or explosion to protect building occupants from flying and failing debris.</td>
</tr>
<tr>
<td>April 6, 2020</td>
<td>Lockdown/Barricade (Intruder)</td>
<td>Form immediate threats of violence on premises: Go inside. Lock and barricade all doors. Cover windows ad turn off lights. Remain quiet and alert.</td>
</tr>
<tr>
<td>May 6, 2020</td>
<td>Evacuation</td>
<td>Implement when conditions outside the building of off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.</td>
</tr>
<tr>
<td>May 29, 2020</td>
<td>Shelter in Place</td>
<td>Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildfire. Close windows and air vents and shut down air conditioning/heating units.</td>
</tr>
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Updated: 9/16/2019
Oxford Day Academy

2019 - 20

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INTRODUCTION
Emergencies and disasters can happen at any moment - and, they usually occur without warning. When an emergency strikes, our immediate safety and prompt recovery will depend on the existing levels of preparedness among faculty, staff, and students.

Each staff member at Oxford Day Academy (ODA) has an important role to play in maintaining the Charter School’s emergency preparedness and safety. We are an interdependent community.

At ODA, Emergency Plans are written to provide fundamental support for the school Emergency Plan. During a major emergency or disaster, the school’s Incident Management Team will rely on effective communication between all the members of the staff as well as communication with local agencies.

Clearly, Emergency Plans are an essential building block of the school’s emergency response. They are also part of every unit’s basic health and safety responsibilities and business continuity planning. Emergency Plans outline how an organization will

- Protect the safety of students, faculty, staff and visitors on the campus,
- Safeguard vital records and resources, and
- Coordinate with the school’s emergency response and recovery procedures

The “Safe School Plan” has been developed by a delegated committee and is distributed to every staff member to provide information on how to respond to various types of emergencies. This Plan contains comprehensive, yet simple and flexible, procedures that apply to a variety of emergency incidents that may occur, including

- Injuries
- Earthquakes
- Fires or Explosions
- Hazardous Materials Releases
- Extended Power or Utility Outages
- Floods
- Lockdown
- Mass Casualty Events

The delegated committee consulted with a representative from a law enforcement agency and the fire department in the writing and development of this Safe School Plan. The Plan will be shared with the law enforcement agency and fire department.

The development of the plan included an assessment of the current status of school crime at the school and at school-related functions that included an analysis of the following types of data: office referrals, attendance rates, suspension/expulsion data, the California Healthy Kids Survey and local law enforcement juvenile crime data.

Before adopting this School Safety Plan, the delegated committee presented the school safety plan at a public meeting at the school site that allowed for public opinion and input regarding the plan.

The School Safety Plan will be reviewed, updated, and approved by March 1 every year

The manual is divided into sections to assist staff with school safety.

Several sections contain information, checklists and forms that outline the basic components of these critical areas in an emergency. By keeping emergency preparedness plans in a loose-leaf binder, staff can easily customize or update
The contents as necessary.

The Emergency Plan must be known and understood before an emergency occurs. School administration is responsible for ensuring that staff is knowledgeable of the processes and procedures before, during and after a disaster and should take immediate steps to:

- Share this important safety information with all faculty, staff, students and volunteers annually
- Brief all new personnel as they join the staff
- Keep copies of the Plan in accessible locations

SAFETY AND SECURITY

PARENTS:
  o Will provide proof of their child’s current immunizations for Polio, D.T.P., Measles, Mumps, Hepatitis, and Rubella
  o Will provide up to date health records including additional immunizations, diagnosis, medications, etc.

EMPLOYEES:
  o Will furnish the school with a criminal record summary as described in Section 44237
  o Will receive training in emergency response including appropriate first responder training or its equivalent
  o Will provide evidence of TB test administration and clearance as mandated
  o Will not administer corporal punishment
  o Will monitor traffic and pedestrian safety
  o Will participate in Mandated Reporter Training annually
  o Will adhere to universal precaution standards and follow guidelines regarding blood born pathogens

SCHOOL:
  o Will conduct regular emergency evacuation drills in accordance with the regulations of San Mateo County Fire Department
  o Will maintain records of students’ immunizations in the Office
  o Will provide appropriate screening for student’s health equivalent to that of regular public schools per state mandates
  o Will maintain policies and procedures for disasters and emergencies
  o Will implement and maintain medication dispensing and storing policies
  o Will conduct monthly grounds and facility inspections
  o Will maintain a drug, alcohol, and tobacco free school policy
  o Will maintain a safe and healthy work and school environment
  o Will review and make necessary updates annually
  o Will adhere to the Board Approved Child Abuse Policy
  o Will not allow corporal punishment

VOLUNTEERS:
  o Will bring in a government issued identification card
  o Will sign in and out in the school front office
  o Will wear identification badges
  o Will complete the required paperwork
  o Will provide TB test results as required by current state law and renewal verification

VISITORS:
  o Will bring in a government issued identification card
  o Will sign in and out in the school front office
  o Will wear identification badges
  o Will be supervised by staff
SECURITY:
- Office staff will monitor school volunteers and visitors
- Staff will alert Administration of Emergency Personnel on site
- Staff will alert Administration of security concerns
Data may be derived from the following:
(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information:

Office Referrals
Attendance rates/SARB data
Suspension/Expulsion data
California Healthy Kids Survey
School Improvement Plan
Local law enforcement juvenile crime data
Property Damage data
TRANSGENDER AND GENDER NONCONFORMING STUDENT DISCRIMINATION POLICY

Oxford Day Academy (the Charter School) is committed to providing a safe and supportive learning environment for all students and to ensuring that every student shall have access to Charter School’s educational programs and activities. Additionally, Charter School policy requires that all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in Charter School. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistent with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person…shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

PURPOSE
The purpose of this policy is:

A. to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expressions, and

B. to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

SCOPE
This policy covers conduct that takes place in the school, on any Charter School campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on any Charter School campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school and school staff, students, parents, and volunteers.

DEFINITIONS
The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These
definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

A. **Gender**: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].

B. **Gender Identity**: A person's deeply held sense or psychological knowledge of their own gender. One’s gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual’s personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial social development. A person’s internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one’s assigned sex at birth. The responsibility for determining an individual’s gender identity rests with the individual.

C. **Gender Expression**: The manner in which a person represents or expresses their gender to others, often though appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person’s assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.

D. **Gender Nonconforming**: Displaying a gender identity or expression that may differ from those typically associated with one’s sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are “supposed to” look or act, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.

E. **Transgender**: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.

F. **Transition**: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.

G. **LGBTQ**: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.

H. **Sex**: The biological condition or quality of being female or male.
I. **Sexual Orientation**: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.

J. **Bullying**: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

H. **Harassment**: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

**PARENTAL INVOLVEMENT**
The parents and guardians of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender nonconforming youth are both coming out in growing numbers and transitioning earlier. We work with supportive parents and guardians whenever possible to establish healthy communication and ensure the needs of the needs of these often vulnerable students are fully met.

**FEDERAL PROTECTIONS**
It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

**GUIDELINES**
Charter School shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s integration.

A. **Privacy and Confidentiality**

1. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their parents or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose
information that may reveal a student’s transgender status to others, including parents and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

2. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the parent or guardian of a transgender student, school staff should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

3. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student’s gender identity or expression.

4. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel’s focus should be specifically school-related and not on the student’s gender identity or expression.

5. When communicating to the media or community about issues related to gender identity, Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other school staff shall direct parents and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

B. Official Records

1. The School is required to maintain in perpetuity mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include but are not limited to progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.

2. The School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Unofficial Records

1. The School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records. The preferred name shall also
appear on the student’s cumulative folder (official record) as “Also Known As” (AKA).

2. Charter School shall input the student’s preferred name and gender in the appropriate fields of the School’s electronic data system to indicate how the student’s name and gender will appear on unofficial records.

3. Charter School shall permit a student or parent/legal guardian to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student’s gender identity without obtaining a court order or without changing the student’s official records.

4. After the school receives and verifies the contents of the completed form, the school shall change the name and/or gender of the student in Charter School’s electronic data system and enter the preferred name as AKA in the cumulative folder. In the cumulative folder and registration card, name and gender should be cross-referenced.

D. Names/Pronouns

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining parent/legal guardian permission. It is recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student’s parent or guardian.

2. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student’s legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.

3. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with parents/legal guardians, they may privately ask the student. For communications with a student’s parent/legal guardian, school personnel should refer to this policy’s prior section on “Privacy and Confidentiality.”

4. Every effort should be made to use the preferred names and pronouns consistent with a student’s gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student’s gender identity is a violation of Charter School policy.

E. Restroom Accessibility

1. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.

2. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student’s choice; no student shall be compelled to use an alternative restroom.

3. Administrators may take steps to designate single stall “gender neutral” restrooms on their campus.

F. Locker Room Accessibility

1. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
2. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:

   a. Assignment of a student locker in near proximity to the coaches’ office or a supportive peer group.

   b. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).

   c. Use of a nearby private area (e.g. nearby restroom or a health office restroom).

   d. A separate changing schedule.

G. Sports, Athletics, and Physical Education

1. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

2. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender of identity. Performance on the state physical fitness test is evaluated by the State of California in accordance with the sex reported on the student’s initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.

3. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student’s gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.

H. School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/programs and all extra-curricular activities.

I. Course Accessibility and Instruction

Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

J. Dress Codes/School Uniform Policies

1. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by Charter School. Dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.
2. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).

K. Student Safety

1. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.

2. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student’s actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.

3. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.

4. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to the following:
   
   a) intervening to stop the behavior;
   
   b) investigating and documenting the incident;
   
   c) determining and enforcing appropriate corrective actions; and
   
   d) monitoring to ensure that the behavior does not reoccur.

5. School staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. School staff shall support students’ rights to assert their gender identity and expression.

6. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.

7. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.

8. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may perceive or be affected by their actions and words.

L. Student Transitions

In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student’s transition, the school shall act in accordance with the following age-appropriate policies.

When a student transitions during the school year, the school shall hold a meeting with the student (and parents if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition
in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

**TRAINING AND PROFESSIONAL DEVELOPMENT**
Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, Charter School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

(a) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;

(b) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;

(c) developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying; and

(d) school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.
COMPLAINT POLICIES AND PROCEDURES

Oxford Day Academy has adopted a uniform complaint policy and a Title IX complaint policy and procedures, copies of which are enclosed as Appendix--A. Claims of discrimination, harassment and retaliation are investigated and responded to pursuant to these policies and procedures.

TITLE IX CONTACT INFORMATION

Name: Karla Mclean  
Phone: (650) 260 -3152  
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303

TITLE IX OVERVIEW

Each student and employee have a right to learn and work in an environment that is free from unlawful discrimination. No SCHOOL student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination based on actual or perceived sex, sexual orientation, gender, or gender identity or expression.

Title IX of the Educational Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in education. Title IX prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to both male and female students in any educational institution receiving federal funding.

California Education Code Sections 200 through 282 and SCHOOL Policy prohibit discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school or institution have a Title IX Bullying Coordinator to whom concerns or complaints regarding sex discrimination can be made.

Complaint Process

• Students or parents/guardians should report their verbal or written Title IX complaint to the school administrator or Title IX Coordinator within six months from the date the incident occurred. This will begin the informal investigation process which must be completed within 60 days. Complainants have a right to a timely and informal resolution at the school site.

• If the complainant is dissatisfied with the school decision, an appeal of the findings may be made to the California Department of Education - Office of Equal Opportunity.

Where Can Students/Parents Obtain Further Information or Assistance?

• At Your School: Speak to the Administration or Title IX Coordinator using the contact information shown above.
YOUR RIGHTS AND RESPONSIBILITIES UNDER TITLE IX

1. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.

2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by Oxford Day Academy.

3. Oxford Day Academy does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate ODA administrator as to the athletic opportunities offered by Oxford Day Academy.

4. You have the right to apply for athletic scholarships, if applicable. Oxford Day Academy does not currently offer any athletic scholarships.

5. You have the right to receive equitable treatment and benefits in the provision of all of the following:
   a. Equipment and supplies.
   b. Scheduling of games and practices.
   c. Transportation and daily allowances.
   d. Access to tutoring.
   e. Coaching.
   f. Locker rooms.
   g. Practice and competitive facilities.
   h. Medical and training facilities and services.
   i. Publicity

6. You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator’s contact information.

7. You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

8. You have the right to pursue civil remedies if you have been discriminated against.

9. You have the right to be protected against retaliation if you file a discrimination complaint.

10. You can find out more information regarding your rights, Oxford Day academy’s’ responsibilities, and access information on gender equity laws from the following resources:

    California Interscholastic Federation: [http://www.cifstate.org/governance/equity/index](http://www.cifstate.org/governance/equity/index)


    United States Department of Education, Office for Civil Rights: [https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html](https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html)
HOW TO FILE A COMPLAINT UNDER TITLE IX

1. You can find more information regarding how to file a complaint as follows:

   The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt

   California Department of Education website: http://www.cde.ca.gov/re/di/fo/complaint.asp

   Global Education Collaborative’s Uniform Complaint Procedures (“UCP”) or Title IX Policy. Please contact the Title IX Coordinator or school office manager for a complete copy of these policies.

2. A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with Global Education Collaborative schools under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

3. The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with Oxford Day Academy under our UCP or Title IX Policy will be investigated in compliance with those policies.

4. There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

   The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

   You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

   San Francisco Office
   Office for Civil Rights
   U.S. Department of Education
   50 United Nations Plaza
   MailBox 1200, Room 1545
   San Francisco, CA 94102
   Telephone: 415-486-5555
To file a UCP Complaint or Title IX Complaint directly with Oxford Day Academy, please follow procedures set forth in those policies.
SEXUAL HARASSMENT POLICY

Oxford Day Academy is committed to providing a working and learning environment free from sexual harassment. ODA prohibits sexual harassment of or by employees, students, or persons doing business with or for Oxford Day Academy on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code §212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX Coordinator can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of Oxford Day Academy.

Any student or employee of ODA who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school’s Title IX Coordinator so that appropriate action may be taken to resolve the problem. ODA prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For inquiries about ODA policies and procedures related to sexual harassment, including how to file a sexual harassment complaint contact:

Name: Karla Mclean
Phone: (650) 260-3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: kmclean@oxforddayacademy.org
For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Name: Dr. Irene St. Roseman
Phone: (650) 260 - 3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: istroseman@oxforddayacademy.org
Nondiscrimination Statement

Oxford Day Academy is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. ODA prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by Oxford Day Academy.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by Oxford Day Academy.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of Oxford Day Academy.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact your school’s administrator or the school’s Title IX Coordinator:

Name: Marcello Magana
Phone: (650) 260 - 3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: mmagana@oxforddayacademy.org

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact your school administrator or the school’s Title IX Coordinator:

Name: Dr. Irene St. Roseman
Phone: (650) 260 - 3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: istroseman@oxforddayacademy.org
CHILD ABUSE REPORTING PROCEDURES

All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the Child Abuse and Neglect Reporting Act (Penal Code Section 11166 et seq.) and will comply with those provisions. The Head of School shall ensure that the provisions of this policy are carried out in accordance with the law.

Role of Staff to Report Child Abuse

In accordance with state law, all ODA employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. ODA will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. ODA staff must report to the proper authorities if they suspect the following occurring to a student: Sexual assault; Neglect; Willful cruelty or unjustifiable punishment; Cruel or inhuman corporal punishment or injury; and/or Abuse in out-of-home care.

The reporting person need only "reasonably suspect" that abuse, or neglect has occurred. The reporting person will not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars ($ 1,000) or by both.

Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed, and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.
SUSPENSION AND EXPULSION PROCEDURES:

GROUND FOR SUSPENSION AND EXPULSION OF STUDENTS:
Oxford Day Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Oxford Day Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Procedures are available on request at the Principal's office.

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

A student may be suspended or expelled for prohibited misconduct if the act is:

A. related to school activity;
B. related to school attendance occurring at Oxford Day Academy or any other school; or
C. related to attendance at Oxford Day Academy sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
   1) while on school grounds;
   2) while going to or coming from school;
   3) during the lunch period, whether on or off the school campus;
   4) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

A. Enumerated Offenses
   1. Discretionary Suspension and Recommendation for Expulsion Offenses

      Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

      a) Either:
         1) Caused, attempted to cause, or threatened to cause physical injury to another person.
         2) Willfully used force or violence upon the person of another, except in self-defense.
      b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
      c) Caused or attempted to cause damage to school property or private property.
      d) Stole or attempted to steal school property or private property.
      e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
      f) Committed an obscene act or engaged in habitual profanity or vulgarity.
      g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these act constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

i) Knowingly received stolen school property or private property.

j) Possessed an imitation firearm. “Imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

m) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

n) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

(1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

(2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

(3) Causing a reasonable student to experience substantial interference with his or her academic performance.

(4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(1) A message, text, sound, video, or image.

(2) A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) An act of cyber sexual bullying.

(1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(2) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

o) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

p) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

q) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.

r) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

s) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

l) “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and
thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

t) “Oxford Day Academy property” includes, but is not limited to, electronic files and databases.
u) For a pupil subject to discipline, the Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior.

2. Shall Recommend for Expulsion Offenses

The Principal or Designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1) Causing serious physical injury to another person, except in self-defense.
2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
4) Robbery or extortion.
5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

3. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

1) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2) Brandishing a knife at another person. E.C. 48915(c)(2)
3) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)
4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. E.C. 48915(c)(4)
5) Possession of an explosive. E.C. 48915(c)(5)

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1 “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

2 The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.
PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS
The Head of School or designee shall inform the teachers of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. These acts are delineated in the school’s suspension/expulsion policies and procedures but are listed here as well:

Caused, attempted to cause, or threatened to cause physical injury to another person.
Willfully used force or violence upon the person of another, except in self-defense.
Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
Committed or attempted to commit robbery or extortion.
Caused or attempted to cause damage to school property or private property.
Stole or attempted to steal school property or private property.
Committed an obscene act or engaged in habitual profanity or vulgarity.
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
Knowingly received stolen school property or private property.
Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause
serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former,
current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or
school-sanctioned events.
Engaged in an act of bullying.
Committed sexual harassment as defined in Ed. Code section 212.5.
Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in
subdivision (e) of Ed. Code section 233.
Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or
pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially
disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or
pupils by creating an intimidating or hostile educational environment.
Made terroristic threats against school officials or school property, or both.

No school officer or employee may be civilly or criminally liable for providing information under this section unless
it is proven that the information was false and that the officer or employee knew or should have known that the
information was false, or the information was provided with a reckless disregard for its truth or falsity.

An officer or employee who knowingly fails to provide information about a pupil who has engaged in, or who is
reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is
punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one
thousand dollars ($1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose
for which it was provided and shall not be further disseminated by the teacher.
PROCEDURES TO ALLOW A PUBLIC AGENCY TO USE SCHOOL BUILDING FOR MASS CARE AND WELFARE SHELTER

Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

In the event of an emergency, the school will establish procedures to provide for the orderly conversion of the school site to an American Red Cross shelter, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Converting a school to a Red Cross emergency facility will be initiated by City officials.
HEALTH PROCEDURES

Students are sent to the Health Office for illness and/or injury assessment. Except in the event of an emergency, staff will provide students with an office pass notifying the front office of the concern.

A visit to the Health Office will consist of:
1. Assessment of injury or illness
2. Treatment as appropriate
3. Contact to parent if appropriate
4. Notification of outcome to teacher
5. Health file log entry

If a student has:

**Fever** - If a student has a temperature of 100 degrees or more, the parent/guardian will be contacted to pick up the child. If the parent/guardian is unavailable the school will call emergency contacts until we are able to reach an authorized adult. Prior to returning to school, the student must be fever free for 24 hours, without fever reducing medication (i.e. Motrin, Tylenol, ibuprofen).

**Vomiting** - If a student vomits while at school, the parent/guardian will be contacted to come and pick up the student. If a parent/guardian cannot be reached, the school will contact emergency contacts until we are able to reach an authorized adult. The student may return to school once 24 hours have passed without vomiting.

**Rash** - If a student has a rash the parent/guardian will be contacted to come and pick up the student or provide the medical documentation stating that the rash is not contagious. If documentation is not available, the parent/guardian must pick up the child. The student may return to school once the rash is cleared or with medical documentation stating that the rash is not contagious.

There will be times when a student has visited the Health Office and is sent back to class only to return to the Health Office because the problem is persisting. In these cases, a parent/guardian will be contacted for consultation. Together with the Health Tech/or designee, a decision will be made as to whether the child completes the school day or gets picked up. If the decision is made to pick up the student, the student will be sent back to class until the parent/guardian has arrived at the school so as to reduce the amount of instructional time missed. The student will be called out of class when the parent arrives to the campus.
MEDICATIONS

Students are not permitted to carry any medications on their person. This includes herbal remedies, oils, cough drops, prescription, and non-prescription medication. In the event that a doctor deems it medically necessary for medication to be closer to the student, the school will develop a plan that ensures the safety of all students.

**Prescription Medication** – All medications are kept in a locked drawer in the Health Office. All medications held in the Health Office must be accompanied by an authorization form. All medications will only be held for the term of the authorization and not longer than the current school year. Medications must be picked up and dropped off by an adult. Authorization forms are available in the main office.

**Over the Counter Medication** – Over the counter medication includes herbal remedies, oils, cough drops and non-prescription medication. Parents can authorize an over the counter medication for their student. In order for a student to receive an over the counter medication while at school, the Health Tech or designee must receive a completed Authorization form from the parent along with the medication in the original container. Students will be called to the Health Office to receive the medication according to the directions outlined on the Authorization form. Over the counter medications are short term and the parent’s directions must comply with the directions on the bottle. Authorization forms are available in the main office.

**Blood Pressure Checks** – Parents can authorize blood pressure checks on enrollment forms at the beginning of each school year.

**Anti-Itch Ointment** – Parents can authorize on enrollment forms at the beginning of each school year for anti-itch ointment to be provided to a student based on need.

**Antibacterial Ointment** – Parents can authorize on enrollment forms at the beginning of each school year for antibacterial ointment to be provided to a student based on need.
HEAD INJURY

All head injuries come to the health office regardless of the injury. The procedure is the same whether the injury occurred by a fall, getting hit by a ball or other object.

Once the person is in a safe location, some things to look for:
Drowsiness, blank stare, “falling asleep”, vomiting, bumps or swelling.
Ask – Are they dizzy, or do they feel like they are going to throw up. Do they know their name? Do they know where they are? What is their pain on a scale of 1 – 10, 10 being the worst?

Information needed in a head injury if they have lost consciousness or it the injury is severe -
1. Name of person injured
2. Time of injury
3. Any witnesses (please accompany the injured person).

After the person injured is taken care of all information will be logged in PowerSchool and the parent/guardian will be notified by phone of the injury.

AUTOMATED EXTERNAL DEFIBRILLATOR

Automated External Defibrillator, also known as AED, is located in the health/Main office. It is in an alarmed case with instructions for easy access. There is a plaque on the outside of the office to show where the machine is. The office staff is educated on how to use the device and when. Our local EMS department is aware that we have an AED machine on site.

EPI PENS

We have 2 sets (adult doses) of EpiPen’s located in a locked box in the health/Main office. The key is located in the lock box underneath the counter in the health/Main office and is labeled EP. The office staff is trained by a licensed nurse in the proper use of the EpiPen in case of an emergency. These are not for any specifically designated person but for anyone on campus that goes into an anaphylactic emergency needing that medication.

SUICIDE PREVENTION AND POSTVENTION

We have a Suicide Prevention and Postvention policy (5260.0) that guides staff in protocol for prevention and postvention incidents. The policy includes prevention education steps for the student body and staff.
The first step in building preparedness is to assemble appropriate human and physical resources to do the job.

Establish who will serve as the “Emergency Coordinator” to help implement the Safe School Plan. An Emergency Coordinator must be familiar with the school's programs and physical facilities, and should be a person with the management experience and financial authority to:

- Collaborate with School Site Committee staff to develop and maintain the information in the Safe School Plan
- Recruit a core “Emergency Preparedness Team”
- Arrange related staff safety education and training
- Purchase emergency supplies and equipment
- Be ready to support the staff during an emergency incident (and be called back to campus if necessary)
- Be ready to help prepare post-disaster impact summaries and insurance claims
- Be prepared to deliver status reports and interface with the public resources and the media in the event of an emergency incident

The Emergency Coordinator and Response Team shall participate in training. Please see ODA Emergency Management Plan

The staff should be trained to help disseminate emergency instructions, assist evacuations and security, and provide first aid if necessary. The staff should be prepared to document the effects of the emergency and coordinate facility and program restoration, according to priorities identified by the Principal or designee.
SURVEY FOR EMERGENCY ASSIGNMENTS
(Conducted at the beginning of each year)

TO: All Faculty and Staff

DATE:

FROM:

SUBJECT: SAFE SCHOOL EMERGENCY PLAN ASSIGNMENTS

Every year the School Safety Team must review our school’s Safe School Plan. As part of that review we want to make sure that we have made the best decisions as we assign staff members to emergency response teams.

Please take a minute to fill out this questionnaire and tell us about your preferences, training, skills, and aptitudes. We will use the responses to make sure that our school’s Safe School Plan reflects the best use of all of our skills. Please remember that in the event of an emergency, plans and assignments are flexible, depending on needs.

NAME_______________________________________ ROOM: ______________________

I HAVE HAD THE FOLLOWING TRAINING:

☐ Red Cross First Aid/CPR/AED ☐ Safety Training
☐ Advanced First Aid ☐ Red Cross Disaster Class
☐ CERT ☐ Outdoor Survival Class
☐ Military ☐ Firefighter/Law Enforcement
☐ Other: __________________________

I HAVE THE FOLLOWING SKILLS:

☐ Construction/Hand Tools ☐ Rescue
☐ Hazardous Materials ☐ First Aid/Medical
☐ Other: __________________________

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

☐ First Aid Team ☐ Search & Rescue Team
☐ Security/Utilities Team ☐ Psychological First Aid Team Assembly Area
☐ Request Gate ☐ Reunion Gate

Please return this form to: ____________________________ by ____________________________.
SCHOOL PREPAREDNESS SELF-EVALUATION CHECKLIST:

ASSESSMENT & PLANNING ACTIVITIES

1. We have a school emergency preparedness team that includes some of the following groups of people:
   - [ ] administrators
   - [ ] teachers
   - [ ] classified staff
   - [ ] students
   - [ ] parents
   - [ ] other community members
   - [ ] others: ____________________________

2. School staff have reviewed and revised our plan in the past year.
   - [ ] ALL
   - [ ] MOST
   - [ ] SOME
   - [ ] FEW
   - [ ] NONE
   - [ ] NOT SURE

3. School staff have had the following training:
   Insert number of staff (min 0 max 60)
   - [ ] Basic First Aid
   - [ ] Safety Training
   - [ ] Advanced First Aid
   - [ ] Red Cross Disaster Class
   - [ ] CERT
   - [ ] Outdoor Survival Class
   - [ ] Military
   - [ ] Law Enforcement
   - [ ] How to turn off electricity, water, gas
   - [ ] Student release procedures
   - [ ] Shelter, Nutrition, Sanitation
   - [ ] Psychological First Aid or Crisis Counseling
   - [ ] Other: ____________________________

4. Parents have received information about our plan and our drill
   (check all that apply)
   - [ ] we did not notify parents
   - [ ] parents notified by email

5. We have site and neighborhood maps and have identified evacuation routes and locations.
   - [ ] Yes
   - [ ] No

6. Our Evacuation Route Map is posted in each room, with the room marked on the map.
   - [ ] ALL
   - [ ] MOST
   - [ ] SOME
   - [ ] FEW
   - [ ] NONE
   - [ ] NOT SURE
7. We encourage staff and students to prepare for disasters at home and provide support material for doing so. □ Yes □ No

8. Teachers have reviewed their normal emergency evacuation routes.
   ALL   MOST   SOME   FEW   NONE   NOT SURE

9. Teachers are prepared to check in on neighboring classrooms.
   ALL   MOST   SOME   FEW   NONE   NOT SURE

10. We have plans to assist any individuals with disabilities, or any other special needs who will need assistance in understanding and/or evacuating.
    ALL   MOST   SOME   FEW   NONE   NOT SURE

11. Student emergency release and emergency contact information is updated throughout the school year.
    ALL   MOST   SOME   FEW   NONE   NOT SURE

12. School staff are aware that they are expected to stay on the job as disaster service workers.
    ALL   MOST   SOME   FEW   NONE   NOT SURE

13. We have plans for an alternate school site for school continuity following a disaster.
    YES   NO   NOT SURE

14. We have plans for alternate schedules and methods as needed means for continuing instruction during a period of school closure due to disaster.
    YES   NO   NOT SURE

15. We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should they be destroyed in a disaster.
    YES   NO   NOT SURE

16. We have insurance coverage for school disaster risks.
    YES   NO   NOT SURE

**PHYSICAL & ENVIRONMENTAL RISK REDUCTION**

1. Our school buildings meet all current standards for earthquake safety.
   ALL   MOST   SOME   FEW   NONE   NOT SURE

2. We have fastened tall and heavy furnishings that could fall during earthquake shaking and could kill or injure people.
   ALL   MOST   SOME   FEW   NONE   NOT SURE

3. We have secured furnishings and equipment that could slide during earthquake shaking and could kill or injure people.
   ALL   MOST   SOME   FEW   NONE   NOT SURE

4. We have secured supplies, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill, injure people or impair educational continuity.
   ALL   MOST   SOME   FEW   NONE   NOT SURE
5. We have limited, isolated, and secured hazardous materials.

ALL MOST SOME FEW NONE NOT SURE

6. Our exit routes are marked and are kept clear.

ALL MOST SOME FEW NONE NOT SURE

7. We have smoke detectors, fire alarms, automatic sprinkler systems, and fire extinguishers in place and maintained regularly.

ALL MOST SOME FEW NONE N/A NOT SURE

8. We have emergency lighting for areas where needed during school hours. ALL

MOST SOME FEW NONE N/A NOT SURE

RESPONSE CAPACITY DEVELOPMENT ACTIVITIES

1. Teachers and staff know how to use a fire extinguisher.

ALL MOST SOME FEW NONE N/A NOT SURE

2. Students have practiced “Drop, Cover, and Hold On” in their classrooms, and building evacuation.

ALL MOST SOME FEW NONE N/A NOT SURE

3. Students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t Run! Don’t turn back!

ALL MOST SOME FEW NONE N/A NOT SURE

4. Students know that if they are outside of a classroom they should exit to the assembly area and NOT go back inside.

ALL MOST SOME FEW NONE N/A NOT SURE

6. Emergency Go-Bag are available in each classroom

ALL MOST SOME FEW NONE N/A NOT SURE

7. We have the following emergency supplies for students and staff to last for at least 72 hours:

☐ 12 liters of water per person ☐ food
☐ emergency power ☐ emergency lighting
☐ first aid supplies
☐ alternate communications
☐ sanitation supplies

8. Students have been asked to bring an emergency supplies bag at the beginning of each year and take it home again at the end of the school year.

☐ Yes ☐ No ☐ N/A
9. EMERGENCY GO-BAG CONTENT

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<td>EXTRA BANDAGES</td>
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<td>PENS</td>
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<td>ACE WRAP</td>
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<td>FEMININE PADS (2)</td>
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<td>MARKING PENS (3)</td>
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<td>CURRENT CLASS ROSTER</td>
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<td>2 RED “CASUALTIES OR DANGER” SIGNS</td>
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<td>2 GREEN “COMPLETELY EVACUATED” SIGNS</td>
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<td>YOUR ROOM # SIGN</td>
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<td>INJURED/MISSING STATUS REPORT FORM</td>
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EMERGENCY CONTACTS AND EMERGENCY SUPPLIES LETTER TO PARENTS

[Month, Date], 20XX

Dear Parent(s) or Guardian(s):

As you know, we in California live in “earthquake country” where we are aware that a major earthquake can happen at any time. Other potential emergencies also create the possibility that children may have to remain in the protective environment of the school for an extended period. Our school has a Safe School Plan, and you are an important part of it.

Our school employees feel morally responsible and are legally designated “emergency service workers”. In cases of emergency we will remain at school to care for all of our children.

If an emergency should happen while you are out of the neighborhood, school staff will remain with your child(ren) for as long as necessary. Your child(ren) will only be released to you and to anyone that you designate on the Emergency Contact List. It is therefore very important that you select for your emergency contact list only those trusted individuals with whom you have discussed your emergency reunification plan. It is best if at least one person on your list lives nearby and can walk to school to pick up your child in your absence. The purpose of this is both to reunite you as soon as possible, and to keep your child safe. When a person comes to pick up your child, they will have to identify themselves and your child will have to confirm their identity.

In addition, we ask you to please provide a COMFORT BAG for your child in case of emergency. The COMFORT BAG should be a 1-gallon sealed plastic bag clearly marked with your child’s full name. Inside should be the following items:

• 2 small bottles of water
• 2 high energy, long-lasting, no-salt snack items (such as granola bar, raisins)
• A 3x5” card with family emergency contact information on it.

At the end of the school year the bag will be returned to you – hopefully unused. We’ll ask you to refresh your supplies at the beginning of the next school year.

In addition – if you can spare a new small blanket for us to keep with our school supplies, we would appreciate your donation.

These measures will help us to take care of your child. They should also allow you to be part of the solution, to help the people immediately around you, and to return safely as conditions allow, allowing roads to remain open for emergency vehicles, and for a quick recovery.

Sincerely,

Dr. St. Roseman,
Co-Founder/Head-of-School
Oxford Day Academy
EARTHQUAKE DRILL ANNOUNCEMENT LETTER TO PARENTS

Dear Parent(s) or Guardian(s):

The safety and welfare of our students and staff is our highest priority. To provide schools an opportunity to practice emergency response procedures, our school will participate in a State-wide emergency preparedness drill on [October 17, 2019]. Please be advised that students will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. They allow us to evaluate our emergency operations plan and improve our response skills. As part of the drill, the students and staff will participate in the activation of our school’s Safe School Plan.

In order to protect students, in case of an actual emergency students will only be released to the parents and/or other adults listed on the student’s Emergency Card. Please ensure that this card has updated and accurate information. It is a good idea to have several trusted adults listed on the card. You should assume that in an actual emergency, telephone communication may not be possible, and so you should discuss your family meeting place and reunification plans in advance with anyone listed on the student's Emergency card.

In the event of an actual emergency any approved emergency contact person should do their best to bring identification and should first come to the Request Gate to request the student. While the student is located, the adult will be directed to the Reunion Gate to meet their child and sign them out. This procedure is designed for your child’s protection and for your peace of mind.

Prior to the drill, please discuss your family’s home preparedness plan with your student(s). The American Red Cross has outstanding materials. You can obtain Red Cross materials which are available in English or in Spanish from their web site: http://www.redcross.org or by calling your local chapter at 1-877-727-6771. Your telephone directory also has valuable information on emergency preparedness, and there are resources to be discovered on the internet in many languages.

If you have any questions or need further information, please do not hesitate to call our school office at 1-650-260-3152.

Sincerely,

Dr. St. Roseman,
Co-Founder/Head-of-School
Oxford Day Academy
DATE: Month, Date, 20XX
TO: ODA Faculty & Staff
FROM: Dr. St. Roseman


We will have a State-Wide Earthquake Drill at [10:15am] on October 17, 2019 This drill will provide an opportunity for all staff and students to simulate a disaster response in order to test and evaluate our school’s emergency procedures plan. Please carefully read through the 7 sections of this memo now.

1. Earthquake Drill Scenario
2. Emergency Drill Preparation for Faculty and Staff
3. Earthquake and Evacuation Drill Instructions
4. Other Emergency Situations
5. Emergency Go-Bag & Emergency Notebook Checklist
6. Injured/Missing Status Report and Permit for Release of Child Sample Forms
7. Incident Command Response Procedures & Duties
8. Responsibility Matrix

EARTHQUAKE DRILL SCENARIO
(Drill below is based upon Southern California Shakeout 2008)

The drill will be based on a hypothetical scenario for a likely 6.8 magnitude earthquake will roll through the Southern California area and affect all areas of our County. Intense shaking will begin at [10:15] and will last for 45 seconds. There will be at least one strong aftershock within 15 minutes.

The scenario for the drill tells us that electrical power, water, gas and sewer systems have failed in many areas. The school’s telephone system is inoperable. Traffic comes to a halt as the freeways suffer some bridge and overpass collapses and surface streets are severely impacted by excess traffic volume. Numerous fires have started due to fallen electrical lines and explosions caused by severed underground gas lines. The Mayor declares a state of emergency and orders staff to remain at their sites and shelter all students at schools until they can be reunited with a parent or guardian. Police and Fire Departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for students and staff.
EMERGENCY DRILL PREPARATION FOR FACULTY AND STAFF

Prepare yourself before the drill

- Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.

- Check that the contents of your Emergency Go-Bag hanging prominently in your classroom using the Emergency Go-Bag & Notebook Checklist. The Emergency Folder contains information that you or your substitute would need should there be a drill or an actual emergency.

- Confirm whether you will have any special duties. Get to know your buddies in neighboring classes.

- Check that you know the location of your fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S. Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire.

- It is highly recommended that you complete your own Family Disaster Plan at home and your plan with your own childcare providers.

- Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.

- California Government Code, Chapter 8, Section 3100 states: “… all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The Head-of-School or designee will release staff members as the needs change.

- If you have very extenuating circumstances discuss these with your Head-of-School NOW, not during an emergency.

- IF YOUR NAME DOES NOT APPEAR ON OUR EMERGENCY ORGANIZATION PLAN OR IF YOU DO NOT HAVE A CLASS, PLEASE REPORT TO THE ICC. DO NOT LEAVE THE CAMPUS!
**Prepare your students**

- Encourage your students to take this drill very seriously.
- Practice a “Drop, Cover, and Hold On” drill, having students hold their position for 45 seconds. You may count together: one-one hundred, two one-hundred etc.
- Drop down to knees and make yourselves small.
- Cover your face, head and neck, closing your eyes. Keep your body under or below level of desk/table/chairs, with your back to windows.
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.
- Make sure that your students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t run! Don’t turn back! Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- Review the Emergency Evacuation Routes. Prepare 4 monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear.
- Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card will be allowed to pick them up from school in a real emergency. Explain the “Request Gate” / “Reunion Gate” idea and reasons.

**Prepare your parents**

- Confirm with parents that their Emergency Contact Form is up-to-date and explain the importance of the reunification procedures.
- Reassure parents that their children will be safe at school until they arrive.
EMERGENCY SUPPLIES AND EQUIPMENT

The school has basic emergency supplies and equipment to be as self-sufficient as possible during and after an emergency. Emergency kits have the following essentials and are in an accessible location in each of the classrooms, office and Student Center:

- First aid supplies, with instructions
- Two-way radios
- Flashlights/batteries, approved power strips and extension cords
- Portable AM/FM radio/batteries
- Emergency water supply
- Bathroom bucket containing privacy tarp and toiletries
- Student roster with parent/guardian phone numbers

Buildings: SDA and BCM have megaphones.

Other resources that may be added to the emergency supplies include emergency rations.

ESTABLISHING EMERGENCY COMMUNICATIONS SYSTEMS

During an emergency the Coordinator will:

- Contact 911 for any emergencies.
- Account for the safety of personnel and students
- Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, OES, Fire, and the community
- Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team

Be prepared to make critical notifications during business hours and during after hour emergencies. Utilize the following sources for notifications:

- “telephone trees”
- “distribution” voicemail
- email lists
- webpage updates

Local Resource Numbers:

- Center for Disease Control (CDC) 800-232-4636
- Menlo Park Fire Station #2 (650)-688-8400
- San Mateo County Sheriff (650) 216-7676
- East Palo Alto Police Department (650) 853 - 3160
- Stanford Children’s Hospital (650) 497 - 8000
- Poison Control (800) 222-1222
- H1N1 Swine Flu Hotline (888) 865-0564
- Pacific Gas and Electric Company (800) 743-5000
- Federal Emergency Management Assistance (800) 621-3362
- EPA Pets In Need (650) 329-2413  or Humane Society Silicon Valley (408) 262-2133
REDUCING EXPOSURE TO RISKS AND HAZARDS

The following tips can prevent emergencies from happening and will certainly mitigate their effects when they do occur.

FIRE PREVENTION
♦ Know the location of alarm stations and extinguishers. Know how to use them.
♦ Leave fire doors closed at all times
♦ Clear obstructed corridors, aisles and room exits
♦ Use only grounded electrical plugs
♦ Limit use of multiple outlets
♦ Do not use mechanical rooms or utility rooms for storage

SAFETY & PREPAREDNESS
♦ Maintain a clean work environment
♦ Inventory and label chemicals. Do not purchase excess quantities of chemicals
♦ Segregate incompatible chemicals. Keep flammables in flammable storage cabinets
♦ Investigate emergency power options
♦ Install seismic restraints on chemical storage shelves. Latch cabinet doors
♦ Anchor equipment, animal containers, and furniture. Avoid high storage of heavy items
♦ Do not store hazardous materials on mobile carts
♦ Dispose of chemical waste properly
♦ Fencing and gates in place surrounding the campus for student safety.

BEFORE A POWER EMERGENCY
♦ Identify and prioritize vital power-dependent functions, operations, and equipment
♦ Determine whether you have emergency power outlets in your area. Plan to use them for priority functions only
♦ Determine if there is emergency lighting in your area. Keep flashlights available in work areas
♦ Do not overload power strips. Extension cords are for emergency use only.

EARTHQUAKE PREPAREDNESS
♦ Know how and where to take cover during a quake
♦ Anchor bookcases, cabinets, and files over 42 inches. Do not stack furniture
♦ Move tall furniture away from exits. Do not use tall furniture as room dividers
♦ Secure computers, equipment, and display cases. Store heavy items at floor level
♦ Back-up data and sensitive information, store duplicates off-site

LOCKDOWN PREPAREDNESS
♦ Know the procedures to follow for lockdowns to include code words.
♦ Adults supervise students at all time and facilitate a calm, reassuring atmosphere.

Communicate these important preparedness measures to students, faculty, staff, and volunteers. The school’s level of readiness for an emergency situation depends not only on having an up-to-date plan document, but also on keeping the learning community aware of their personal responsibility for safety at Oxford Day Academy.
DISASTER COMMUNICATIONS

During a disaster, clear, effective communication is absolutely necessary. The Emergency Coordinator will provide prioritized emergency impact reports to the Response Team, (Director of Operations, Office Manager and Lead Teachers), for dissemination to the staff. The Emergency Coordinator serves as the central coordinator for deploying resources and information.

The flow of information in a disaster is shown below:

PLANNING AHEAD FOR EVACUATIONS

When an earthquake is felt, duck, cover, and hold, then after the shaking stops, evacuate the building. After a building has been evacuated, occupants must wait for a safety inspection before re-entry.

Note that it may or may not be necessary to vacate the building during minor emergency incidents, or even during some major events. Occupants in the area may simply be directed to remain on-site and shut down systems, or they may be asked to move to other sectors of their floor or building. In some events (such as extended power outages), evacuations are not necessary unless the incident has generated a hazardous materials incident or immediate health and safety risk. In limited emergencies, wait for evacuation instructions to be communicated through the Response Team.
PREPAREDNESS FOR BUILDING EVACUATIONS

Review evacuation information and responsibilities with faculty, staff and students. Conduct evacuation drills regularly. Plan evacuation for faculty, staff and students with functional needs.

Plan where to go during an evacuation and know the routes to get there. Building evacuees go to your assigned destination.

Assigned destinations are safe outdoor areas where personnel meet to notify the Response Team or Emergency Coordinator of inaccurate student counts, injuries, and hazards as well as get emergency information and assistance.

Know how to announce and implement evacuation

A sample script – We have a__________________emergency. Evacuate to your assigned destination. Take your belongings.

Use your Emergency Response Team to assist the evacuation. Know what to do next –

Be prepared to account for personnel
Be prepared to account for students
Know how to obtain and disseminate emergency information and instructions
LOCKDOWN PROCEDURES

If you hear, the designated code over the intercom or an administrator announces the lockdown in person:

Everyone is to stay where they are.

Classroom teachers are to:
a) Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
b) Lock your door.
c) Place students against the wall, so that the intruder cannot see them looking in the windows. Look for the ‘Safe Corner’.
d) Turn out lights and computer monitors.
e) Keep students quiet.
   Note: All staff members should locate and hold on to their emergency backpacks prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

Physical education classes being held outside should move away to a safe area.
Any students in the courtyard should move to the nearest classrooms.
If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
Anyone in the hallway should move to the closest classroom immediately.
Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
Never open doors during a lockdown, even in the event of a fire alarm.

For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.

An administrator will signal all personnel if the lockdown has been lifted.

If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.
EMERGENCY RESPONSE OVERVIEW

Everyone in a school facility - students, faculty, staff, and visitors - must take appropriate and deliberate action when an emergency strikes a building, a portion of the campus, or entire campus community. Decisive leadership is essential. Follow these important steps when there is an emergency:

✓ Confirm and evaluate conditions
✓ Report the incident immediately
✓ Follow instructions from emergency personnel precisely
✓ Depending on the nature and severity of the event, activate the Response Team
✓ Issue clear and consistent emergency notifications. Use all available communications tools
  ◆ If there is no power or telephone systems are not functioning, emergency communications will be profoundly restricted
  ◆ Use messengers, radios, cellular phones, fax and email
✓ Coordinate with community resources during major emergencies or disasters

When an emergency strikes the campus after normal business hours, or on weekends or holidays - or, if you are off-campus during a major emergency, obtain instructions from site administration. Reference your Team Wallet Card for appropriate numbers.

If you are recalled to campus, be certain that your household safety is assured and that your route to campus is safe and functional.
EMERGENCY RESPONSE ACTIONS

The following are basic instructions for various emergency incidents:
Report emergencies to the site administration or designee. If there is life threatening injuries or situations, call 911.

ACCIDENT
Call and report emergency
- Administer first aid if you are trained to do so
- Do not attempt to move an injured person

FIRE
Call and report emergency
- Activate nearest alarm
- Notify Supervisor and staff
- Feel doors for heat
- If cool, exit carefully and orderly
- If hot, do not open the door. Stay where you are
- If you see smoke, crouch near floor as you exit
- If you see fire, confine it by closing doors and windows
- Use extinguishers on small fires only if safe to do so
  - Pull the pin in the handle
  - Aim at the base of the fire
  - Squeeze nozzle, sweep back and forth
- Evacuate
- Go to the pre-designated staging area

EARTHQUAKE
MINOR QUAKE (brief rolling motion)
- Take cover immediately, direct others around you
  - Under a desk, table, or chair
  - Between seating rows in lecture halls
  - Against a corridor wall (cover head and neck)
  - Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm. Examine your area for damage/injuries
- Report damage/hazardous materials releases
- Await instructions

MAJOR QUAKE (violent shaking)
- Take cover immediately, direct others around you
  - Under a desk, table, or chair
  - Between seating rows in lecture halls
  - Against a corridor wall (cover head and neck)
  - Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm.
- Report injuries and damage
- Evacuate carefully, be alert for aftershocks
- Take emergency supplies and insure all students are with you
- Meet at designated area
- Do not enter buildings until they are examined
- Await instructions, be patient and calm, help others
POWER OUTAGE

- Assess the extent of the outage in your area
- Help co-workers in darkened work areas move to safe locations
- Unplug personal computers, non-essential electrical equipment and appliances
- Open windows for additional light and ventilation
- If you are asked to evacuate, leave the building
- Release of personnel after an extended outage is determined by the emergency coordinator and only as student needs are met
EMERGENCY ACTION PLAN: RESPONSE TEAM

Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.

<table>
<thead>
<tr>
<th>911 TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL 911. Explain emergency. Provide location.</td>
</tr>
<tr>
<td>Local EMS Number:</td>
</tr>
<tr>
<td>EMS Access Point:</td>
</tr>
<tr>
<td>Cross Streets:</td>
</tr>
<tr>
<td>Responder 1:</td>
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</tbody>
</table>

<table>
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<tr>
<th>MEET AMBULANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>at EMS Access Point. Take to victim.</td>
</tr>
<tr>
<td>EMS Access Point:</td>
</tr>
<tr>
<td>Cross Streets:</td>
</tr>
<tr>
<td>Responder 1:</td>
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</tbody>
</table>

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<tr>
<th>CALL CONTACTS</th>
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<tbody>
<tr>
<td>Provide location and victim's name.</td>
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<tr>
<td>Principal:</td>
</tr>
<tr>
<td>Director of Operations:</td>
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</table>

<table>
<thead>
<tr>
<th>CPR/AED TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>START CPR.</td>
</tr>
<tr>
<td>1. Position person on his/her back.</td>
</tr>
<tr>
<td>2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast, (100 compressions/minute.) Let chest completely recoil after each compression.</td>
</tr>
<tr>
<td>3. Take turns with other responders as needed.</td>
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<table>
<thead>
<tr>
<th>AED TEAM</th>
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</thead>
<tbody>
<tr>
<td>WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.</td>
</tr>
<tr>
<td>1. Remove clothing from chest.</td>
</tr>
<tr>
<td>2. Attach electrode pads as directed by voice prompts.</td>
</tr>
<tr>
<td>3. Stand clear while AED analyzes heart rhythm.</td>
</tr>
<tr>
<td>4. Keep area clear if AED advises a shock.</td>
</tr>
<tr>
<td>5. Follow device prompts for further action.</td>
</tr>
<tr>
<td>6. After EMS takes over, give AED to Athletic Director for data download.</td>
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</table>

GET THE
<table>
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<tr>
<th>Nearest AED:</th>
<th>Practice s</th>
<th>Event s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responder 1:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS TO IMPLEMENT AN EVACUATION

These directions will help to make the process effective and safe for staff and students.

Keep calm
Evaluate the situation carefully
Alert the Response Team to assist in the evacuation
Use communications tools that are appropriate for the type of incident and the time of occurrence:
- Alarms
- Phone trees or voicemail broadcast
- Messengers
Communicate clearly and succinctly
  “We have a_________emergency.
  Evacuate to your designated areas and take your belongings.”
Check offices, classrooms, restrooms, and the Student Center
Turn equipment off if possible
Take emergency supplies, class lists and staff roster, if possible
Keep exiting groups together
Account for personnel and students
WAIT AT THE EVACUATION AREA FOR FURTHER INSTRUCTIONS

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Schools must include plans for:
- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff. We will assemble on [LOCATION]. See map below.
MAP SHOWING ON-CAMPUS AND OFF-CAMPUS EVACUATION ROUTES
EARTHQUAKE & EVACUATION DRILL INSTRUCTIONS
Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real earthquake.

ACTUAL EARTHQUAKE: In the event of a real earthquake, your signal will be the beginning of shaking itself. (In the case of a drill, the signal to begin will be emergency bells that will continue for one minute, followed by an “all clear” bell.)

Teacher or staff member present shout the command “Earthquake! Drop, Cover, and Hold On!” Students should follow instruction as they have practiced during preparation. If an aftershock occurs while you are exiting, drop and cover until the shaking stops.

When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be transported with class if staying would be dangerous, otherwise assure injured that help is on its way.

Take your classroom Roll book and your “Emergency Go bag” (including your Emergency Notebook). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).

Select either the green “ALL OUT” or the red “CASUALTIES / DANGER INSIDE” sign on your door. This will expedite search and rescue teams. In the event of a real disaster, leave your doors unlocked. In the case of a drill, lock your doors if the room is empty.

Use the BUDDY SYSTEM. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to
their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.

Completely fill out the INJURED/MISSING STATUS REPORT FORM and return to the Assembly Area Recorder for delivery to the Incident Command Center. If any students were present in class, but are now absent, please list those names below as well. If all students are accounted for, this step is not necessary.

If you are a member of a Search and Rescue Team proceed to the Incident Command Center. All personnel without a specific duty or class are to immediately report to the ICC.
for Instructions. All support staff who do not have a class are to report immediately to the assembly area to assist with the supervision of students.

Teachers are to remain with their class **AT ALL TIMES. Students must remain seated together as a class throughout the duration of the drill.** Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system which will be used for announcements. Children are to leave only in the company of Reunion gate messengers. The ICC will provide updates and relieve staff of their assignments.
HOW TO ASSIST PEOPLE WITH DISABILITIES DURING AN EVACUATION

◆ ALERTING VISUALLY IMPAIRED PERSONS
   Announce the type of emergency
   Offer your arm for guidance
   Tell person where you are going, obstacles you encounter When you reach safety, ask if further help is needed

◆ ALERTING PEOPLE WITH HEARING LIMITATIONS
   Turn lights on/off to gain person's attention, or
   Indicate directions with gestures, or
   Write a note with evacuation directions

◆ EVACUATING PEOPLE USING CRUTCHES, CANES, OR WALKERS
   Evacuate these individuals as injured persons
   Assist and accompany to evacuation site if possible, or Use a sturdy chair (or one with wheels) to move person, or Help carry individual to safety

◆ EVACUATING WHEELCHAIR USERS
   Non-ambulatory persons' needs and preferences vary Individuals at ground floor locations may exit without help Others have minimal ability to move--lifting may be dangerous Some non-ambulatory persons have respiratory complications Remove them from smoke and vapors immediately Wheelchair users with electrical respirators get priority assistance Most wheelchairs are too heavy to take downstairs Consult with person to determine best carry options Reunite person with the chair as soon as it safe to do so
OTHER EMERGENCY SITUATIONS

LIFE SAFETY SYSTEM (VARES WITH BUILDINGS - OPTIONAL)
The building is equipped with a life safety system including fire sprinklers. All these elements are designed to set off alarms as well as to transmit a signal to the central alarm station in the Main Office, activate sprinklers, and shut down air system to prevent spread of smoke.
The life safety system has a display panel in the Main Office that will indicate the location of the emergency and will notify the Fire Department.

BOMB THREAT
In the unlikely event that you receive a bomb threat:
1. Listen carefully and write down as much information as possible, especially information about where the bomb is located and when it is set to go off.
2. Immediately notify the Main Office with the information.

In the even more unlikely event that you discover or suspect a device to be a bomb:
1. DO NOT TOUCH OR DISTURB IT IN ANY WAY.
2. Clear yourself and others from the area.
3. Notify the Main Office.

FIRE
At the first sign of a fire in your room or area:
1. Notify the Main Office so that they can call 9-1-1. Tell them the exact location of the fire and what is burning.
2. Extinguish small fires using nearest fire extinguisher.
3. Close windows and doors. Evacuate the area and warn others.
4. Follow the procedures outlined in the “Fire Drill” area of the drill procedures.

If you suspect that the fire is outside of your room or area:
1. Feel the door. If it is hot, DO NOT OPEN IT.
2. Notify the Main Office so they can call 9-1-1.
3. If the door is not hot, open it cautiously – stand behind the door and be prepared to close it quickly.

In any event, do not try to put out a fire that appears out of control. Stay calm and exit the building safely.

INJURY AND ILLNESS
2. Do not attempt to move the person.
3. Call the Main Office and request that the health technician come to the injured party.
RECOVERY AFTER AN EMERGENCY

SUPPORT SERVICES AND ASSISTANCE
After a major emergency or disaster, many people in our community will be distressed by personal and professional difficulties. It is likely that affected students, faculty and staff may need some scheduling flexibility or other temporary help in order to return to their customary activities. The following are only some of the resources available in our community:

School and Community Resources
- Counseling resources for employees
- Counseling resources for students
- Housing listings
- Transportation information
- Child care referrals
- Special service referrals
- Disaster relief & referrals
- Claims information (When there is a Presidential Declaration) FEMA, 1-800-299-1160

DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff has been assured, and emergency conditions have abated, assemble staff in the restoration of the school’s programs. The school’s earlier work on defining critical mission-critical operations and staffing will be a starting point for the recovery process.

It will be important to begin a timely and comprehensive assessment of the emergency’s physical and operational effects. Be aware that

- The Emergency Coordinator and Response Team will need ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption.

- The school may need detailed facilities data for the area to estimate temporary space reallocation needs and strategies.

- Insurance and FEMA assistance claims will require extensive documentation of damaged facilities, lost equipment and resources, and special personnel expenses. Workers’ Compensation claims may arise if there are injuries.

All of your documentation on emergency impacts should be coordinated with the Emergency Coordinator and the Response Team. The following forms provide formats for summarizing this crucial information.

- Take note that you should also plan to photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.
- It is very important that you record the emergency’s physical effects before you clean your area or make repairs.
INJURED / MISSING STATUS REPORT FORM

Document by room

Return this form to Assembly Area Team Recorder for ICC after evacuation.

Teacher’s Name: __________________________ Room ______ Yes ______ No ______

Teacher’s Assistant’s Name: __________________________ Yes ______ No ______

Type(s) of Emergency (or Drill):

☐ Fire
☐ Earthquake
☐ Lock down
☐ Shelter in-place
☐ Clear
☐ Yard
☐ Drop/Take Cover
☐ Evacuate off-site

All Persons Accounted for: ☐ Yes ☐ No

Missing or Unaccounted for:

1. 
2. 
3. 
4. 

Injured Persons:

1. 
2. 
3. 
4. 

Absent:

1. 
2. 
3. 
4. 
5. 
6. 

Others not present (e.g. students who left early, sent elsewhere – WHERE?)

1. 
2. 
3. 
4. 

Additional students PRESENT and accounted for – NOT normally with you:
<table>
<thead>
<tr>
<th>1.</th>
<th>3.</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>4.</td>
</tr>
</tbody>
</table>
PERMIT FOR RELEASE OF CHILD
Directions: Parent/guardian/emergency contact to fill in both portions. Separate at dotted line.
BOTH HALVES SHOULD BEAR SCHOOL STAMP AND SIGNATURE OF PERSON AUTHORIZING RELEASE Bottom half to be taken by school representative to Emergency Assembly Area. Top portion to remain with parent and presented at the reunification gate.

Date: ____________________________ Time: ____________________________

I ____________________________ request the release of

(please print your name)

the student ____________________________ from

(please print name of student)

Signature: ____________________________

Relation to student: ____________________________

(Parent/Guardian/Emergency Contact to take this portion to Reunification Gate)

COPY OF PERMIT FOR RELEASE OF CHILD

Date: ____________________________ Time: ____________________________

I ____________________________ request the release of

(please print your name)

the student ____________________________ from

(please print name of student)

Signature: ____________________________

Relation to student: ____________________________

(This portion to be sent to Emergency Assembly Area)
INCIDENT COMMAND RESPONSE PROCEDURES & DUTIES

ALL PERSONNEL WITHOUT A SPECIFIC DUTY OR CLASS ARE TO IMMEDIATELY REPORT TO THE ICC FOR INSTRUCTIONS.

Incident Commander

LOCATION: ________________________________

The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over. The Incident Command Center (ICC) – The ICC will normally be located in (insert area): _________________________________. If any conditions make this unsafe, a safe alternate location will be selected.

PROCEDURES:
1. Report to incident Command Center.

RESPONSIBILITIES:
1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
   a. Accounting for all students and staff.
   b. Communications Leader to coordinate:
      • Communications with District Office,
      • Internal Communications, and
      • External communications with media.
   c. Operations Leader to coordinate:
      • Campus security/Utilities Team,
      • First Aid/Crisis Team Leader,
      • Search & Rescue Team Coordinator, and
      • Fire suppression/Hazardous Materials.
   d. Logistics Leader to coordinate:
      • Reunification Team at Request and Reunion Gates,
      • Support to Operations with Resources and Volunteers, and
      • Sanitation, Nutrition and Shelter.
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

SUPPLIES/EQUIPMENT:
1. Table, chair, desk supplies.
2. Sets of Master keys.
3. Walkie-talkies.
4. Portable PA system.
5. AM/FM Portable Radio.
6. Notebook containing the following items:
   a. Faculty/Staff Roster.
   b. Master Student Roster.
c. Copies of every team’s duties.
d. School Emergency Operations Chart.
e. School Information Map.
f. Emergency Response Team Log.
COMMUNICATIONS TEAM

LOCATION: ____________________________________________

Communications Team will assist Incident Commander with external and internal communications as needed.

PROCEDURES:
1. Sign-in and out at Incident command Center.
2. Report to the Incident Commander

RESPONSIBILITIES:
1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use cell phone short messages, walkie talkies, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

SUPPLIES/EQUIPMENT:
1. Table, chair, desk supplies.
FIRST AID/MENTAL HEALTH TEAM

LOCATION: ____________________________________________

PROCEDURES:
1. Sign-in and out at Incident command Center.
2. Report to the __________________________________________

RESPONSIBILITIES:
1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
4. Coordinate with Search and Rescue Teams.
5. Determine need for emergency medical assistance.
6. Administer first aid as needed.
7. Keep record of types of injuries and aid provided.
8. Provide psychological first aid and establish buddy system to support students or staff in need.
9. Keep log of students dispatched for emergency medical assistance and that need follow-through and referrals.

SUPPLIES/EQUIPMENT:
1. Table, chair, desk supplies.
2. First aid supplies.
3. Walkie-talkie.
4. Stretchers.
5. Blankets.
6. Wheelchair.
7. Notebook containing the following items:
   a. First Aid Roster.
   b. Patient record forms.
   c. School Emergency Operations Chart.
   d. School Information Map.
   e. Emergency Response Team Log.
LIGHT SEARCH AND RESCUE

LOCATION: ____________________________________________

*Individuals with designated LSAR responsibilities are expected to assemble immediately just outside the ICC. The LSAR Coordinator will be given keys to the storage container with emergency equipment located at (insert area ____________________________)

PROCEDURES:
1. Sign-in and out at Incident Command Center (ICC will issue keys and Walkie-talkie to first team member that signs off).
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:
Search and Rescue Team Coordinator:
1. Opens Emergency supplies Bin.
3. Maintains contact with Incident Command Center.
4. Maintains list of fires discovered and status.
5. Receives list of missing/unaccounted students.
6. Checks with Search & Rescue Teams for missing students.

Search and Rescue Teams will do the following during the **first 15-20 minutes** after an earthquake/disaster:
1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
   - Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance. Begin on the first floor and work up.
   - Place an “X” with chalk on doors of empty rooms.
   - Ensure everyone is out of the building(s). Escort people out of building in normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
   - Place rescuer safety first. Use good judgment in each situation.
   - Provide first aid on site, as long as you are not in danger.
   - Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.
7. Report fires to Team Coordinator and puts out small fires.

SUPPLIES/EQUIPMENT:
1. Master keys.
2. Walkie-talkies.
4. CO2 fire extinguishers
5. Hoses
6. Gloves
7. Blankets
8. Notebook containing:
   a. School emergency operations chart
   b. School information Map
   c. Emergency Response Log
REUNIFICATION TEAM

REQUEST GATE: ____________________________________________________________

REUNION GATE: __________________________________________________________

PROCEDURES:
1. Sign-in and out at Incident Command Center.
2. Get necessary supplies from the Emergency Supplies Bin.

REQUEST GATE RESPONSIBILITIES:
1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on “Student Emergency Contact” Cards
3. Locate child using Student Schedule Location Roster and identify location in Emergency Assembly Area.
5. Send runner with copy of Permit for Release of child” form to emergency Assembly Area.
6. Direct parent/adult to “Reunion Gate” with original copy of “Permit for Release of Child” form.

REUNION GATE RESPONSIBILITIES:
1. Reunite student with designated adult collecting matching both copies of “Permit for Release of Child” form and confirming adult identity with student.
2. Collect and file original “Permit for Release of Child” from parent/guardian.
3. In the case of discrepancies request adult to return to Request Gate.

SUPPLIES/EQUIPMENT AT BOTH REQUEST AND REUNION GATES:
1. Gate keys.
2. Table, chair, desk supplies.
4. Pens, Paper, Clipboards
5. Master list of Students.
6. Runners (10-12 Student Council Members).
7. Emergency Notebook containing the following items:
   • Faculty/Staff Roster.
   • School Emergency Operations Chart.
   • School Information Map.
   • Student Schedule locator rosters.
   • Field location grid for each class in emergency assembly area.
   • Emergency Response Team log.

REQUEST GATE ONLY:
1. Current set of Student Emergency Information Cards in alphabetical order
   (From Incident Command Center).
4. Visitor passes (colored)
REUNION GATE ONLY

1. Box to file original Permit for Release of Child forms in alphabetical order.
EMERGENCY ASSEMBLY AREA TEAM

LOCATION: __________________________
In the event that this location is unsafe, our alternate location is: (insert area):

This decision will be made by the ICC. Assembly Area Team is those teachers and staff assisting in the assembly area(s). One additional staff member in each area will act as Assembly Area Team Recorder. The Assembly Area Team Leader should normally be located at the front of the Assembly Area.

PROCEDURES:
1. Remain at Emergency Assembly Area and supervise students.

RESPONSIBILITIES:

Team Leader:
1. Send INJURED / MISSING STATUS REPORT FORMS from teachers, with any injured or missing from teachers to the ICC immediately.
2. Send all remaining INJURED / MISSING STATUS REPORT FORMS to ICC Attendance Accounting Team.
3. Report injuries and missing person to Incident Commander.
4. Communicate with Incident Command Center Attendance Accounting Team.
5. Keeps all doorways, hallways, and stairwells safe and clear.
6. Implements “buddy” system with neighboring teachers/staff.
7. Help runners locate students being picked up and direct them to the “Reunion Gate”.

Other Staff:
1. Take roll and re-check students from time to time, reporting status to the Incident Command Center.
2. Supervise and reassure students throughout the duration of the emergency.
3. Conduct recreational and educational activities to maintain order and calm.
4. Provide water and snacks to help calm the students.

SUPPLIES /EQUIPMENT:
1. Table, chair, desk supplies.
2. Gate keys.
4. Student Emergency Information Cards (From Incident Command Center).
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (10-12 Student Council Members).

Restrooms:
- Students will use gym and field restrooms, if they are safe and water is available.
• If not, sanitation kits are available in the emergency shed for use.
• The kits will be positioned in appropriate locations.
• Girls and boys restrooms should be set up with privacy curtains around.

Shelter:
• In case of inclement weather, if MPR is safe, students will be brought inside.
• If building is not safe, alternative IC will seek alternate location. Blankets kept in the emergency shed will be used.
SITE TEAM (SECURITY, UTILITIES, SANITATION, & SHELTER)

LOCATION: 

Personnel designated as Security Personnel will secure building and provide directions to parents to request gate, and emergency vehicles access through Emergency Gate. The Security Team Leader will be responsible for school site, including shelter and sanitation.

PROCEDURES:
1. Sign in and out at Incident Command Center.
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:

Security Team Leader:
1. IMMEDIATELY lock all external gates and doors – secure campus
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the “Request Gate”.
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Command Center.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help of to create shelter and sanitation teams as needed.

CAFETERIA STAFF:
1. Provide water and food for those people detained beyond meal times.

SUPPLIES/EQUIPMENT:
1. Master Keys.
2. Walkie-Talkie.
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
   b. School Information Map.
   c. Emergency Response Team Log.
# RESPONSIBILITY MATRIX

<table>
<thead>
<tr>
<th>POSITION / LOCATION</th>
<th>ACTION REQUIRED</th>
<th>RESPONSIBLE STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Commander</strong></td>
<td>Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries.</td>
<td></td>
</tr>
<tr>
<td>Command Center</td>
<td>Credential emergency personnel.</td>
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</tr>
<tr>
<td><strong>Communications Team</strong></td>
<td>Coordinate external communications to other schools, district, media and relay official communications from IC to staff, students, parents and public.</td>
<td></td>
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<tr>
<td>Emergency Supplies Center</td>
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<tr>
<td><strong>First Aid / Mental Health Team</strong></td>
<td>Ensure that all first aid supplies are up-to-date, available, and properly administered.</td>
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<tr>
<td>First Aid Center</td>
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<tr>
<td><strong>Light Search and Rescue Team</strong></td>
<td>Coordinate light search and rescue operations, inform IC of fires and put out small fires.</td>
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<tr>
<td>Command Center</td>
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<tr>
<td><strong>Reunification Team:</strong></td>
<td>Meet parents at the Request Gate and escort students to the Reunion Gate.</td>
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<td>Request Gate</td>
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<td>Reunion Gate</td>
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<tr>
<td><strong>Emergency Assembly Area Team</strong></td>
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<tr>
<td>Assembly Area</td>
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<tr>
<td><strong>Site Team</strong></td>
<td>Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.</td>
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<tr>
<td>Security, Utilities, Sanitation &amp; Shelter</td>
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EMERGENCY EVACUATION ROSTER
(USE THIS FORM WHEN A ROSTER IS NOT AVAILABLE)

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<tr>
<th>Please print name or Student</th>
<th>Staff</th>
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APPENDICES

Appendix A. Uniform Complaint Policies and Procedures

Uniform Complaint Policies and Procedures
2019-2020
Oxford Day Academy

Oxford Day Academy (“ODA”)
1001 Beech St, East Palo Alto, CA 94303
(650) 260-3152
www.oxforddayacademy.org

Adopted by Oxford Day Academy’s Governing Board (the Board) on: 9/9/19.

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (“UCP”) complaint regarding an alleged violation by ODA of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and ODA’s Local Control and Accountability Plan (“LCAP”).

This document includes information about how ODA processes UCP complaints concerning particular programs or activities that are subject to the UCP.

What is a Uniform Complaint?
A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of ODA’s LCAP.

A complainant is any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of ODA’s LCAP.

If the complainant is unable to put the complaint in writing due to a disability or illiteracy, ODA shall assist the complainant in the filing of the complaint.

The Responsibilities of Oxford Day Academy
ODA has the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

ODA will investigate and seek to resolve, in accordance with this ODA UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by ODA that are subject to the UCP.

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Career Technical and Technical Education, Career Technical, Technical Training
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
• Local Control and Accountability Plans (LCAP)
• Migrant Education
• Physical Education Instructional Minutes
• Reasonable Accommodations to a Lactating Pupil
• Regional Occupational Centers and Programs
• School Plans for Student Achievement
• School Safety Plans
• School site Councils

In addition, ODA’s UCP adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints regarding “pupil fees,” including any fee, deposit or other charge that a pupil or a pupil’s parent or guardian are required to pay or any “fee waiver”;

(2) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity (5 CCR §4610); and

(3) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program. (5 CCR §4610)

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to ODA’s UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

• Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
• Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
• Employment discrimination, harassment, intimidation or bullying complaints may be referred to the State Department of Fair Employment and Housing (DFEH).
• Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

**Pupil Fees**
A pupil enrolled in a charter school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

• A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
• A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment;
• A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed using the Contact Information shown below or with the principal of the
school or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

**The Local Control Accountability Plan**

The LCAP is an important component of the Local Control Funding Formula, the revised school finance system that revised how California funds its K-12 schools. Under the LCFF ODA is required to prepare an LCAP, which describes how ODA intends to meet annual goals for ODA pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

**Annual Notice**

ODA ensures annual dissemination of a written notice of ODA complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

ODA's UCP Annual Notice also includes information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

ODA's UCP Annual Notice is distributed in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

**Filing UCP Complaints**

**Filing Pupil Fees UCP Complaints**

A pupil fees complaint may be filed using the Contact Information provided herein or with the principal of a school or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

**Filing All Other UCP Complaints**

ODA will provide an opportunity for complainants and/or representatives to present evidence or information during the course of the investigation of any UCP complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by ODA employees or board members to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a decision will be issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

1. The findings of fact based on the evidence gathered.
2. Conclusions of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal ODA’s Decision to the CDE.
7. Procedures to be followed for initiating an appeal to CDE.

**UCP Complaint Investigation**

The staff member responsible to receive and investigate UCP complaints and ensure ODA compliance is:
The staff member responsible to receive and investigate UCP complaints and ensure ODA compliance is knowledgeable about the laws and programs he or she assigned to investigate. ODA will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. All complainants are protected from retaliation. ODA will advise all complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

UCP Complaint Resolution

If ODA finds merit in a complaint regarding Pupil Fees, the Local Control and Accountability Plan, and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall be applied to all affected pupils and parents/guardians.

If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, ODA shall provide a remedy to the affected pupil.

ODA shall attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Summaries of all UCP complaints shall be publicly reported on a quarterly basis at a regularly scheduled ODA board meeting. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints but shall not otherwise identify the complainant or any other party(ies). All complaints and responses are public records.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body’s decision. A complainant may appeal ODA’s Decision of a UCP complaint to the State Superintendent of Public Instruction or his or her designee at the CDE regarding all specified federal and state educational programs subject to the UCP.

To appeal ODA’s Decision of all UCP complaints the complainant must file a written appeal within 15 days of receiving the Decision to the SSPI. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of ODA’s Decision are incorrect and/or the law is misapplied. In addition the appeal shall be sent to CDE with:
1. A copy of the original locally filed complaint; and
2. A copy of ODA’s Decision of the original locally filed complaint.

Citations
California Education Code (EC) sections 200, 220, 48985, 49010-49013, 52060-52075
California Government Code (GC) sections 11135
California Penal Code (PC) section 422.55
Appendix B. Uniform Complaint Procedures

Uniform Complaint Procedures

I. Contact Information

Last Name: ___________________________ First Name: ___________________________

Address: _________________________________ Apt#: ___________________________

City: ___________________________ State: _______ Zip: ___________________________

Home Phone: ___________________________ Work or Cell Phone: ___________________________

II. Complainant

You are filing this complaint on behalf of:

☐ Parent/Guardian  ☐ Pupil  ☐ Witness to the Incident  ☐ Other

III. School Information

School Name: ___________________________

Grade: ___________________________ Principal: ___________________________

IV. Basis of Complaint (check any boxes that apply)

District violation of state or federal law or regulations governing:

☐ Special Education  ☐ Child Care & Development Programs
☐ Title II  ☐ Migrant Education
☐ Section 504 of the Rehabilitation Act  ☐ Child Nutrition Program
☐ Local Control Accountability Plan  ☐ Career and Technical Education Training Programs
☐ Consolidated Categorical Aid

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

☐ Age  ☐ Genetic Information
☐ Ancestry  ☐ Marital or Parental Status
☐ Color  ☐ Sex
☐ Physical or Mental Disability  ☐ Sexual Orientation
☐ Ethnic Group Identification  ☐ Race
☐ Gender Expression  ☐ National Origin
☐ Gender Identity  ☐ Religion
☐ Gender  ☐ Sexual Harassment (Title IX)
Association with any of these actual or perceived characteristics
Allegations of noncompliance of the following:

☐ Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

V. Details of Complaint
Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the allege acts first came to your attention and location(s) where the incident(s) occurred:

List the individuals involved in the incident(s) complaint of:

List any witnesses to the incident(s):

What steps, if any, have you taken to resolve this issue before filing a complaint?

Signature of Person Filing Complaint Date

Please submit this complaint to:
Oxford Day Academy
Paul Morrill
1001 Beech St
East Palo Alto, CA 94303
Phone: (650) 260-3152
Email: pmorilli@oxforddayacademy.org
Title IX Discrimination Complaint Form
(including gender equity/sexual harassment/sexual violence)

Oxford Day Academy
1001 Beech Street
East Palo Alto, CA 94303
(650) 260 - 3152

To file a complaint with the school, please complete and mail, email or bring this form to the office designated above. Or, you may call the office to make arrangements for a representative to meet with you there or at another location. If you are unable for any reason to complete this form and would like to make a verbal complaint, please call the office above to schedule an appointment.

Although the school cannot commit to keeping a complaint of discrimination confidential because of the school’s obligation to investigate the complaint, the school will use its best efforts not to disseminate information concerning the complaint beyond those who have a need to know.

Please feel free to contact the office designated above if you have any questions regarding the process for filing or investigating complaints of discrimination (including sexual harassment).

Note: A victim of discrimination or harassment is encouraged to use the school’s internal complaint process. Persons believing they have been discriminated against or harassed may seek assistance from government agencies such as the federal Equal Employment Opportunity Commission, the federal Department of Labor, or Office of Civil Rights.
CONFIDENTIAL TITLE IX DISCRIMINATION COMPLAINT FORM

**AFFILIATION**

- [ ] Certificated employee
- [ ] Classified employee
- [ ] Administration
- [ ] Employment Applicant
- [ ] Student
- [ ] Parent/Guardian
- [ ] Other. Please explain your affiliation: 

**COMPLAINANT:**

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<tr>
<th>Last Name</th>
<th>First Name</th>
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Address

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<th>Work Telephone</th>
<th>Home Telephone</th>
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**NATURE OF COMPLAINT:** (Check one or more)

- [ ] Sexual Orientation
- [ ] Sexual Harassment/Workplace Violence
- [ ] Gender/Sex
- [ ] Other. Please explain: 

**PERSON WHO DISCRIMINATED AGAINST YOU:**

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<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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**DESCRIPTION OF COMPLAINT:** Describe your complaint and why you believe this person discriminated/retaliated against you. Explain why you have contact with this individual, e.g., supervisor, co-worker, faculty, customer, etc. Give date(s), time(s), place(s) the discrimination/retaliation occurred. (Attach additional pages as necessary.)

**ATACHMENT:**

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<thead>
<tr>
<th>Name</th>
<th>Title/Relationship</th>
<th>Telephone</th>
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**PREVIOUS ACTION:** Have you brought this matter to the attention of any other department(s) at the school? If so, please list the name(s) and department(s) of all other persons with whom you have discussed this matter.

**ATACHMENT:**

**COMPLAINT DOCUMENTATION:** Explain any documentation supporting your complaint.

**ATACHMENT:**

**CORRECTIVE ACTION SOUGHT:** (Attach additional pages as necessary.)

**ATACHMENT:**

**WITNESSES:** (Relationship= co-worker, supervisor, customer, faculty, etc.)

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<tr>
<th>Name</th>
<th>Title/Relationship</th>
<th>Telephone</th>
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**DECLARATION:**

I declare under penalty of perjury that the foregoing is true and correct. Your email address in lieu of your signature if this complaint is filed via email.
TITLE IX CONTACT INFORMATION

Name: Karla Mclean
Phone: (650) 260-3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303

TITLE IX OVERVIEW

Each student and employee have a right to learn and work in an environment that is free from unlawful discrimination. No SCHOOL student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination based on actual or perceived sex, sexual orientation, gender, or gender identity or expression.

Title IX of the Educational Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in education. Title IX prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to both male and female students in any educational institution receiving federal funding.

California Education Code Sections 200 through 282 and SCHOOL Policy prohibit discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school or institution have a Title IX Bullying Coordinator to whom concerns or complaints regarding sex discrimination can be made.

Complaint Process

- Students or parents/guardians should report their verbal or written Title IX complaint to the school administrator or Title IX Coordinator within six months from the date the incident occurred. This will begin the informal investigation process which must be completed within 60 days. Complainants have a right to a timely and informal resolution at the school site.

- If the complainant is dissatisfied with the school decision, an appeal of the findings may be made to the California Department of Education - Office of Equal Opportunity.

Where Can Students/Parents Obtain Further Information or Assistance?

- At Your School: Speak to the Administration or Title IX Coordinator using the contact information shown above.

HOW TO FILE A COMPLAINT UNDER TITLE IX

1. You can find more information regarding how to file a complaint as follows:

   The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt

   California Department of Education website: http://www.cde.ca.gov/re/di/eq/complaint.asp

   Global Education Collaborative's Uniform Complaint Procedures (“UCP”) or Title IX Policy. Please contact the Title IX Coordinator or school office manager for a complete copy of these policies.

2. A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with Global Education Collaborative schools under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date
when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

3. The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with Oxford Day Academy under our UCP or Title IX Policy will be investigated in compliance with those policies.

4. There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
MailBox 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP Complaint or Title IX Complaint directly with Oxford Day Academy, please follow procedures set forth in those policies.
YOUR RIGHTS AND RESPONSIBILITIES UNDER TITLE IX

11. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.

12. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by Oxford Day Academy.

13. Oxford Day Academy does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate ODA administrator as to the athletic opportunities offered by Oxford Day Academy.

14. You have the right to apply for athletic scholarships, if applicable. Oxford Day Academy does not currently offer any athletic scholarships.

15. You have the right to receive equitable treatment and benefits in the provision of all of the following:
   a. Equipment and supplies.
   b. Scheduling of games and practices.
   c. Transportation and daily allowances.
   d. Access to tutoring.
   e. Coaching.
   f. Locker rooms.
   g. Practice and competitive facilities.
   h. Medical and training facilities and services.
   i. Publicity

16. You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator’s contact information.

17. You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

18. You have the right to pursue civil remedies if you have been discriminated against.

19. You have the right to be protected against retaliation if you file a discrimination complaint.

20. You can find out more information regarding your rights, Oxford Day academy’s’ responsibilities, and access information on gender equity laws from the following resources:

   California Interscholastic Federation: http://www.cifstate.org/governance/equity/index


   United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

SEXUAL HARASSMENT POLICY
Oxford Day Academy is committed to providing a working and learning environment free from sexual harassment. ODA prohibits sexual harassment of or by employees, students, or persons doing business with or for Oxford Day Academy on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code §212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX Coordinator can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of Oxford Day Academy.

Any student or employee of ODA who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school’s Title IX Coordinator so that appropriate action may be taken to resolve the problem. ODA prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For inquiries about ODA policies and procedures related to sexual harassment, including how to file a sexual harassment complaint contact:

Name: Karla Mclean
Phone: (650) 260-3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: kmclean@oxforddayacademy.org

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Name: Dr. Irene St. Roseman
Phone: (650) 260-3152
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303
Email: istroseman@oxforddayacademy.org
NONDISCRIMINATION STATEMENT

Oxford Day Academy is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. ODA prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by Oxford Day Academy.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by Oxford Day Academy.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of Oxford Day Academy.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator or the school’s Title IX Coordinator:

Name: Marcello Magana  
Phone: (650) 260-3152  
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303  
Email: mmagana@oxforddayacademy.org

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact your school administrator or the school's Title IX Coordinator:

Name: Dr. Irene St. Roseman  
Phone: (650) 260-3152  
Mailing Address: 1001 Beech St, East Palo Alto, CA 94303  
Email: istroseman@oxforddayacademy.org
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Oxford Day Academy Youth Suicide Prevention Policy

The Governing Board of Oxford Day Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the CEO and Head of School shall develop with ODA staff and students strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The CEO and Head of school shall develop and implement with ODA staff and students preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The CEO and Head of school shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing,
and evaluating the district’s strategies for suicide prevention and intervention. Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district’s suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Oxford Day Academy along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media
B. Suicide Prevention Training and Education

The Oxford Day Academy along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
  
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

• In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  
  o The impact of traumatic stress on emotional and mental health;
  
  o Common misconceptions about suicide;
  
  o School and community suicide prevention resources;
  
  o Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  
  o The factors associated with suicide (risk factors, warning signs, protective factors);
  
  o How to identify youth who may be at risk of suicide;
  
  o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  
  o District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  
  o District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  
  o Responding after a suicide occurs (suicide postvention);
  
  o Resources regarding youth suicide prevention;
  
  o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - Youth who have suffered traumatic experiences.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that
will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. Employee Qualifications and Scope of Services

Employees of the Oxford Day Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Oxford Day Academy.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr
E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Oxford Day Academy suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on Oxford Day Academy Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

The Oxford Day Academy along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
• Receive developmentally appropriate guidance regarding the district’s suicide prevention, intervention, and referral procedures.

• The content of the education shall include:
  
  o Coping strategies for dealing with stress and trauma;
  
  o How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  
  o Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  
  o Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Oxford Day Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

• More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

• Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at http://www.childrenshospital.org/breakfree

• Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

• Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their
school’s needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

• Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

**Intervention, Assessment, Referral**

**A. Staff**

Two Oxford Day Academy staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student’s parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.
• A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

• The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student’s emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

Each school within the Oxford Day Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

• After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

• If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.
E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Oxford Day Academy property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
• Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

• Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

• Designate a staff member to handle media requests;

• Provide care and determine appropriate support to affected students;

• Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

• Treat every threat with seriousness and approach with a calm manner; make the student a priority;

• Listen actively and non-judgmental to the student. Let the student express his or her feelings;

• Acknowledge the feelings and do not argue with the student;

• Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

• Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

• Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an
important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student’s teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Head of School or appropriate designee for Oxford Day Academy shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
o Identify a staff member to confirm death and cause (school site administrator);

o Identify a staff member to contact deceased’s family (within 24 hours);

o Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;

o Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

• Coordinate an all-staff meeting, to include:

  o Notification (if not already conducted) to staff about suicide death;

  o Emotional support and resources available to staff;

  o Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);

  o Share information that is relevant and that which you have permission to disclose.

• Prepare staff to respond to needs of students regarding the following:

  o Review of protocols for referring students for support/assessment;

  o Talking points for staff to notify students;

  o Resources available to students (on and off campus).

• Identify students significantly affected by suicide death and other students at risk of imitative behavior;

• Identify students affected by suicide death but not at risk of imitative behavior;

• Communicate with the larger school community about the suicide death;

• Consider funeral arrangements for family and school community;

• Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

• Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at
www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.
Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.
Student Reinstatement from Expulsion Policy

Oxford Day Academy (“ODA”) believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using charter school transportation.

The Principal or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies. Students and parents/guardians shall be notified of charter school and school rules related to conduct.

If a student is expelled pursuant to a rehabilitation plan, or if a rehabilitation plan is required pursuant to a suspended expulsion, the following procedures shall apply.

- If a student is suspended, and ODA requests a Parent/Guardian conference to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter, the student may not be denied reinstatement solely because the parent/guardian failed to attend the conference.
- If the administration recommends suspension of an expulsion, a student shall not be reinstated and permitted to return to the classroom instructional program from which the referral for expulsion was made until the Board has ruled on the recommendation.
- If the Board decision is to not expel a student, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.
- Upon satisfactory completion of the rehabilitation assignment specified in a student’s expulsion order or suspended expulsion order, the Board shall reinstate the student in the charter school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.