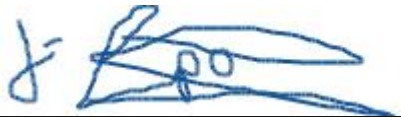
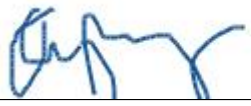
San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District:	Jefferson Union High School District
Address:	401 Paloma Avenue Pacifica, CA 94044
School Site:	Oceana High School
School Address:	401 Paloma Avenue, Pacifica, CA 94044
CDS Code:	41-68924-4135075
School Covered in Document	Oceana High School
Address of School Sites	401 Paloma Avenue Pacifica, CA 94044
Date of Adoption:	10/15/25

Approved by:

Name	Title	Signature	Date
Maritza Torres	Principal		10/15/25
Jose Campos	Vice-Principal		10/15/25
Shou Leung	Vice-Principal		10/15/25
Jenn Arciniega	Administrative Assistant		10/15/25
Alyssa Owyang	Counselor		10/15/25
Tony Marelich	Academic Council Facilitator		10/15/25

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Safety Plan Vision

The Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our school and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and protocols connected to the safety strategies and programs described within the narrative of this document.

Comprehensive School Safety Plan Requirements

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. State regulation requires the school site council or designated safety planning committee to write and develop the CSSP in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities. The Comprehensive School Safety Plan for the current school year is reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District ensures that the CSSP is adopted by the school annually by March 1st; the CDE recommends the plan be approved by the (district) Board within a month of school adoption or as soon as possible. A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

District Office Address	District Website
401 Paloma Avenue	shared district Google drive, also in VP's office (Room 25)

Safety Committee

Oceana High School Safety Committee
The Oceana High School Safety Committee met several times this school year to improve the school emergency drill plans and to address issues identified in collaboration with staff. The updated Comprehensive School Safety Plan was presented to the Oceana's Academic Council, which comprises the principal, the principal's administrative assistant, five teachers, two parents, and two students. Additional members of the Academic Council meeting included both vice principals and two additional students, who also provided feedback. The final report was presented to Oceana's Academic Council/School Site Committee on 12-21-2023 and received approval at the meeting.
The Oceana Safety Committee met weekly in November and December 2023 to review and revise the emergency drill plans and will meet regularly in the second semester to further improve the safety plans. The Committee members are:

Name	Agency	Title	Membership Role
Jose Campos	Oceana High School	Vice Principal	
Jesse Holland	Oceana High School	Attendance/Health Clerk	
Nancy Murphy	Oceana High School	Library Assistant	
Jenn Arciniega	Oceana High School	Senior Office Assistant	
Maritza Torres	Oceana High School	Principal	
Steve Hawkes	Oceana High School	Lead Custodian	

Components of the Comprehensive School Safety Plan (EC 32282)

The Comprehensive School Safety Plan (CSSP) includes the following components:

Assessment of all crime committed on school campuses and at school-related functions; strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; child abuse reporting procedures; student supervision and professional boundaries, disaster, emergency, and crisis response procedures; mobile communication devices, procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policies; school-wide dress code policies; procedures for safe ingress and egress; policies enacted to maintain a safe and orderly environment; rules and procedures on school discipline and hate crime reporting procedures; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

The safety plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. Districts and County Offices of Education are encouraged to include strategies to create and maintain a positive school climate, mental health protocols for the care of students who have witnessed a violent act at any time, and clear guidelines for the roles and responsibilities of the following positions (if used):

- Mental Health professionals, school counselors
- Community Intervention Professionals
- School Resource Offices, police officers on campus

Assessment of School Safety

Current Status of Crime Committed on School Campuses and At School-Related Events (EC32282(a)(1)

Assessment of School Safety, specifically, an assessment of the current status of all crime at the school and the school related functions is accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement crime data
- Property Damage data

Describe the data reviewed, key analysis points, and findings. Document how this information was shared with your SSC/planning committee and date shared:

The focus for 2025-26 is to ensure compliance with state and local regulations. The School Safety Committee made several safety improvements based on collaboration with staff and conclusions from the Safety Committee's discussions. Here is a list of items incorporated into emergency drills this year and reported to the Academic Council on 10/9/25.

* Identified, assigned, and defined staff roles for evacuation procedures
* Continued Integration of the Building Kidz Preschool into the emergency planning process. Recommended to speak to their management and D.O. for a ramp.
* Continued to include Building Kidz, kitchen staff, custodial staff, and SPED paraprofessionals in emergency drills
* Compiled names of students with Type 1 Diabetic and Epileptic needs. Updated the safety plan protocol for the health aides to bring medications in case of an evacuation
* Collaborated with the school psychologist and the Special Education Learning Area to improve evacuation and drill protocols for special needs students. Now includes 2 extra-wide wheelchairs.
* Continued use of colored cards with words for evacuation lineup: red card for missing students, red cross card for needing medical attention, and green card for no issues.
* Continue to educate students on the importance of staying quiet when entering/exiting buildings in case of an emergency
* Communicate emergency drills with families using the weekly Shark Bytes, Website, Marquee, Parent Square and with OSPTO at meetings
* Continue to enforce check-in protocols for guests on campus: require signing and badging in. Minors require a staff escort/host
* Provide substitute teachers with evacuation information in updated folders
* Continue to follow the Safety Drill protocol in case of a false alarm
* 9 metal signs at all campus access points were installed, indicating, "Visitors must sign in at the main office and are required to wear a badge."
* Signs highlighting staff and student access only were posted throughout the campus, including: the counseling hall, the Attendance office, and the administrative office.
* Plan to paint a crosshatch adjacent to the fire lane in the staff lot
* Identified two lockers on the opposite sides of campus to use as emergency bag and binder storage
* Classroom numbers were painted on the yellow poles in the staff lot, where students and staff line up
* Class numbers still need to be painted on the student lot side in the rear corner in between the lap posts and near the trail entrance.

The approved Comprehensive Safety Plan: Includes 3 school climate components.
** School engagement and supports - Showed positive growth in all subcategories from 9th to 11th grade via same cohort. Caring adult relationships and high expectations showing a 20% increase.
** School Safety and cyberbullying - Showed positive change in all subcategories. Cyberbullying down by 16% and overall harassment down by 17%.
** Substance Use and Social Emotional Health - Rates of substance use have gone up however rates of hopelessness have gone down by 10% and social emotional distress by 6%.

Oceana Support Intervention plans:
* Highlight the classroom teacher as the first point of contact with the student and family.
* Encourage teachers to assign students for their Flex to make up assignments.
* StopIt report app being pushed out to students and the community.
* Follow up by admin and referrals to wellness on concerns about harassment
* Zero tolerance for bullying
* Campaign against N word and trans/homophobic slurs
* Wellness conducting restorative circles in targeted classrooms
* Strong enforcement of cell phone policy and contracts
* Admin and campus supervisors as a strong presence with a restorative and relationship building emphasis
* Inspire program as an alternative to suspension
* Suspension as a last resort
* Restorative attendance workshop and no privilege list

The Academic Council approved the School Safety Plan on the same day it was presented, 10-9-25.
The focus for the 2025-26 school year is Hall passes, cell phone policy, cyberbullying, hate speech

Drills:

Here is the link to the annual drill report:
https://docs.google.com/document/d/1GYCzo0fxmDcHTN1MMv0byTQYIOBdYl31B7iAmVRSi9Y/edit?usp=sharing

Assessment of School Safety:

The administrative team meets with wellness counselors and the attendance office to review data:
* Suspension and Expulsion numbers
* Student attendance reporting through Attention 2 Attendance (A2A)
* SAT and SST information

Data regarding threat/fight (48900 a(1)), assault/bullying (48900 a(2)), and controlled substances (48900 (c)) were reviewed. The number of suspensions for these violations is as follows:

Threat/Fight

_____
*2018-2019 - 13
*2019-2020 - 1
*2020-2021 - 0
*2021-2022 - 12
*2022-2023 - 0
*2023-2024 up to December 12 - 2
*2024-2025 - 1

Controlled Substances

_____
*2018-2019 - 23
*2019-2020 - 5
*2020-2021 - 0
*2021-2022 - 29
*2022-2023 - 8
*2023-2024 up to December 12 - 3
*2024-2025 - 3

Assault/Bullying

_____
*2018-2019 - 4
*2019-2020 - 2
*2020-2021 - 0
*2021-2022 - 14
*2022-2023 - 7
*2023-2024 up to December 12 - 2
*2024-2025 - 2

The Jefferson Union High School District, has a procedure in place in which principals, or their designees, are authorized to send notices to each student's parents or guardians when a violent crime, or a sex offense is committed on its property or during sponsored programs, activities, and events.

The Jefferson Union High School District, provides the following relevant information to all parents/guardians annually at the beginning of the first semester/quarter or trimester of the regular school term regarding a violent crime or sex offense committed on its property or during sponsored programs, activities, and events.

5145.6
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plusYrIMw4MiD3nXmPOas4APw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

This section includes appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

Sections 49390 through 49395 of the California Education Code require that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement with investigating the threat and conducting a threat assessment.

The San Mateo County Office of Education operates the San Mateo County Student Threat Assessment Center that oversees the Student Threat Assessment Protocol/Process for all school districts in the county. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school related functions. The San Mateo County Student Threat Assessment Protocol is designed for Districts and/or school sites to oversee the site based multi-disciplinary Level 1 Threat Assessment team. A County-Wide Level 2 Student Threat Assessment Team that is Multi-Disciplinary Team made up of Leaders from San Mateo County Office of Education, Behavioral Health and Recovery Services, the Office of Consumer and Family Affairs, Juvenile Probation, Child and Family Services, Members of Law Enforcement and the County Attorney's Office. This team meets regularly and as needed to provide support to school sites and districts in assessing, responding to, and providing services to students who make targeted threats of violence or suggest the potential to do so.

Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

Notification to Parents/Guardians of Safe Storage of Firearms

Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. School districts are encouraged to use the California Department of Education Template of Memoranda regarding Safe Gun Storage, or create their own.

Jefferson Union High School District provides the following information regarding Safe Storage of Firearms to all Parents/Guardians annually at the beginning of the first semester/quarter or trimester of the regular school term:

GUN SAFETY - EC 32221.5 (9-12) AND EC 49390, AND 49329

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often in a key position to recognize warning signs and initiate assistance and/or an appropriate referral. The San Mateo County Suicide Prevention Protocol for Schools provides schools/districts with a comprehensive approach to prevention, intervention and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. San Mateo County Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

Oceana follows Jefferson Union High School's Suicide Prevention Policy and Protocol:
BP 5141.52
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=ysDtqunIqxU9QB7Ch0vDplusA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, schools and districts in San Mateo County can implement the Coalition for Safe Schools and Communities Naloxone Protocol for Schools to reverse opioid overdoses on campus.

San Mateo County Office of Education partners with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate. School Districts, Offices of Education and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit complies with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all schools in San Mateo County.

The school staff has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Jefferson Union High School District Schools.

Child Abuse and Neglect Reporting Procedures (EC 444691; PC 11166)

Mandated Reporters, which includes school employees, and volunteers as defined in Penal Code section 11165.7, contractors, and governing board members, are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred. Required annual training for mandated reporters includes requirements for reporting, what occurs when there is a failure to file a report, prevention of abuse including sexual abuse and assault, and professional boundaries. This training takes place within six weeks of hire, provision or services or within six weeks of the school year for returning employees.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a $1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

Child Abuse Reporting

The school board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees, who are mandated reporters as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided (Penal Code 11165.7). All staff are required to attend mandated reporting training at the beginning of the school year in professional development days before students walk onto campus. In the case that they're not present, our Director of Human Resources provides online training for them and our walk-on coaches. All adults on campus must be trained in these practices.

Definitions
Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

1. A physical injury inflicted by other than accidental means on a child by another person.

2. Sexual abuse of a child as defined in Penal Code 11165.1.

3. Neglect as defined in Penal Code 11165.2.

4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.

5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment. (Penal Code 11165.6)

3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if they reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting
The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom they know or reasonably suspect has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter

shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district, the principal's office, the guidance office or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known (Penal Code 11167):

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter;

b. The child's name and address, present location and, where applicable, school, grade and class;

c. The names, addresses and telephone numbers of the child's parents/guardians;

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information; and

e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to them. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Governing Board policy and administrative regulation.

The mandated reporter shall not be required to disclose their identity to the principal. (Penal Code 11166)

They may provide or mail a copy of the written report to the principal, Superintendent or designee without their signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Oceana's Child Abuse Reporting Procedures follows Jefferson Union High School District's Board Policy:
BP 5141.4
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=4sRNe7NAvR1V3lorIDCPmQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
BP 1240
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=WFplus7pwYlc3wuYxiGNd6AUA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=zxfvZYmcKkpluslhKHzD4ftFA==&PG=6&IRP=0&isPndg=false

Student Supervision and Professional Boundaries

Within the Jefferson Union High School District, all school employees, adult volunteers, and contractors/vendors must be professional, transparent, aligned with educational purposes, and are required to follow established supervision practices that minimize the risk of harm to students. They must ensure visibility and accountability, and support student safety in both classroom and non-classroom settings. Procedures and expectations for student supervision and professional boundaries are intended to promote safe, respectful, and professional environments for learning and engagement. They are designed to ensure the supervision and protection of students from child abuse or neglect, as defined in Penal Code section 11165.6, and from sex offenses, as defined in Education Code section 44010. These policies define appropriate conduct and outline expectations for professional, respectful, and safe interactions in all school-related settings.

Expectations and clear limits on contact and communication apply during or outside of the school day between individuals are communicated to both students and adults. These expectations also apply to all forms of communication, as outlined in board policy, and particularly when parent or guardian inclusion is not present. Limitations may vary based on student age or grade level.

The design, use, and furnishing of school facilities are intended and expected to promote safe, supportive, and easily supervised classroom and non-classroom environments. All employees, volunteers, and contractors are required to follow supervision and boundary policies.

These procedures apply during the school day, during school-sponsored activities, and in any other context in which students are under the supervision or responsibility of the school, including before- and after-school programs, extracurricular activities, athletics, transportation, and field trips.

BP4119.21
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BP4219.21
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BP4119.24
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BP4219.24
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BP1240
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BP 3312
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BP 3514.2
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BP 5131
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BP 4040
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BP 1114

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BP 3515
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BP 3515.2
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Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments, created the Big Five Immediate Action Emergency Response for Schools Protocol and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and integrate the procedures of the National Emergency Management System. All employees of the district are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them. All employees shall be required to subscribe to the oath or affirmation required by the Act.

When an emergency occurs, staff members take immediate steps to protect themselves, their students, and other people on campus. Staff, certificated and classified, are provided opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazard Responses Protocol. The Big Five School Emergency Guidelines trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

The Hazard Responses Protocol includes guidance in the event of the following hazards: Chemical and Gas, High Winds, Fire Off-Site, Fire On-Site, Power Outages, Poor Air Quality, Heat Events, Heat-Related Illness, Tsunami, and Medical Emergency.

Staff members must learn and train on each Big Five Immediate Action Response and Hazard Responses and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that a Big Five response is implemented. It is highly recommended that school staff and students participate in Big Five trauma-informed, developmentally appropriate emergency drills monthly. Tabletop exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Big Five signage and instructions are publicly displayed at all school sites.

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown/ Barricade (active shooter) drills. The Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises, or Walk-Through Drills can be used in lieu of violent intruder drills or simulations when students are present. State regulations require that any Lockdown/Barricade drill conducted with students may not be high-intensity and must comply with the outlined requirements of EC 32282(K).

Immediate Action Responses

ACTION	DESCRIPTION
SHELTER IN PLACE	For environmental hazards: Go inside immediately.

	Close doors, windows, and vents.
DROP, COVER, & HOLD ON	For earthquakes and explosions: Protect from falling debris. Drop to the floor. Take cover and hold on.
SECURE CAMPUS	For potential threats of violence nearby: Go inside the nearest building. Close and lock all doors. Remain inside until threat has passed.
LOCKDOWN/BARRICADE	For immediate threats of violence on premises: Go inside. Lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert.
EVACUATION	When conditions outside are safer than inside: Employ “Look, Listen, and Leave”. Exit the building and move to a safe location.

Cardiac Arrest or Similar Life-Threatening Medical Emergency While on School Grounds

In accordance with state regulation, safety plans are required to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. General procedures to follow for a medical emergency on school grounds, including after school programs and events, are included in the Hazard Response Protocol. Staff are provided information and training annually by Jefferson Union High School District on the use and location of any automated external defibrillator (AED); principals must notify pupils in grades 6-12 of the location of all AED units on campus.

Oceana High School continues to seek and implement protocols that are designed to keep students, faculty, staff and visitors safe in the event of a disaster.

Oceana High School follows "Big Five Safety Protocol", and BP 3516 in emergency situations. In order to ensure that all staff and students are aware of, and properly trained in our emergency procedure system, these protocols are reviewed regularly, including at the beginning of each school year, and posted throughout campus in every office and classroom. Expectations are emailed out and reviewed at every drill as well to keep this information fresh.

Summary of Big Five Protocols:
See the appendix for the Big Five Immediate Response Protocol

Emergency disaster procedures for pupils with disabilities:
The Safety Committee has discussed necessary procedures and has communicated with the Special Education Department to ensure that designated school personnel will be available to assist students with disabilities or mobility limitations to reach the evacuation locations safely. The Safety Committee has also reviewed and removed obstacles from classrooms to the evacuation locations to ensure all students can walk on the path to the evacuation locations without blockage.

Oceana's health aides have collected names of students with Epileptic and Diabetic needs. In case of emergency, the health aides will take their medication to the evacuation locations.

The Jefferson Union High School District's Board Policy 3516 is located here:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=wft7LYKxTxmC2brawoV6nw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

The Big Five Immediate Action Response Protocol for School Administrators and Hazard Responses Protocol are found in the appendix of this plan. Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Non-Public Tactical components for each school site.

Mobile Communication Devices

The Jefferson Union High School District recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could also be harmful and disruptive to the instructional program in some circumstances. The Superintendent or designee may undertake measures or strategies, in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under the noted policy and are subject to discipline for non-compliance with the policy.

5131.8
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=mslshEDUJV93euKAKZTslshSB02w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Public Agency Use of School Buildings for Emergency Shelters

Jefferson Union High School District shall make school buildings, grounds, and equipment available to the Department of Emergency Services or other disaster related public agencies, including the American Red Cross, for mass care and welfare shelters during a disaster or other emergency affecting public health and welfare.

Public Agency Use of School Buildings for Emergency Shelters (including, but not limited to, the Red Cross)

The Red Cross has been invited to survey our district high schools, including Oceana, and determined they would be suitable emergency shelters. The proposed agreement to formalize the district's permission for Red Cross to use the grounds for this purpose may be found at the JUHSD District Office.

Based on past experience, the procedure to allow a public agency to set up mass care and welfare shelter is:

- Public agency completes use agreement with JUHSD District Office, which communicates specifics to site leadership. In the past, the:
- Gym converts into a shelter for evacuees.
- Gendered and gender-neutral restrooms are available to members of the Red Cross, disaster workers, and evacuees. Restrooms in the main campus are primarily used by disaster workers.
- District and Oceana site leadership maintain open lines of communication with the public agency to facilitate the use of the campus and contact with the media if needed.

The Jefferson Union High School District's BP 3440 is located here:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=kdiXehIpzQgVEQ8HTiUbuA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

School Suspension, Expulsion and Mandatory Expulsion Guidelines
Jefferson Union High School District desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards and therefore adheres to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

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Oceana adheres to California Education Code 48915(a) (1) for grounds for suspension or expulsion. For any action listed below, an

immediate referral to the school principal shall be sent and a detailed incident report shall be written at the request of the principal, a probation officer, and/or a probation group supervisor. Mandatory suspension and permissive expulsion are required for the below infractions:

- Caused, attempted to cause, or threatened to cause physical injury to another (endangered the safety of others)
- Possession of, or otherwise furnished firearms, knives, explosives, or other dangerous objects
- Unlawfully possessed, used, or sold, or been under the influence of a controlled substance
- Unlawfully offered for sale or negotiated the sale of a controlled substance
- Committed robbery or extortion
- Caused or attempted to cause damage to the school or private property
- Stolen or attempted to steal school property or private property
- Possessed or used tobacco
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully passed or offered to sell drugs or drug paraphernalia
- Disrupted school activities or defied valid authority of school personnel
- Received stolen property
- Created a hostile educational environment for others
- Hate violence
- Sexual harassment

Here are two of JUHSD's Board Policies related to suspension and expulsion:
* BP 5144.1 Suspension and Expulsion/Due Process
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=UEt6aXMtfPRJj4IR9VRH9w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

* BP 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=slshRBGFH02iJj5ItOpWMLTtg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Oceana is actively updating policies and practices to reflect anti-racist and restorative justice principles. Of particular note, since the 2nd semester of the 2021-22 school year, the administration has been collaborating with the Daly City Youth Health Center to provide a treatment option as an alternative to suspension for controlled substance-related incidents.

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Oceana High School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]).

The Oceana High School 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. An employee of Oceana High School 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, 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.

Notification of Dangerous Pupils

California Education Code section 49079 requires school districts to notify teachers of any student enrolled in their classes who has, within the past three years, been in violation of any of the subsections of the California Education Code section 48900 with the exception of (h) tobacco violations. In order to maintain the student's right of confidentiality, teachers with questions about their students do receive this notification and a list of students who violate certain education codes at the beginning of the school year (through District Office data aggregation); however, more pertinent details are explained in person, if required.

Training in the Big 5 Emergency Protocol to ensure staff members can react swiftly to any sort of emergency on campus. Campus administrators are also trained in student threat assessments, which come from the San Mateo County Office. Trainings and

documents for this process are handled at the County level and include stakeholders from schools, emergency responders, and law enforcement.

JUHSD is compliant with the Education Code and follows directions from the California Department of Education in notifying teachers of dangerous pupils.

Firearms on Campus

The Oceana High School commits to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds is included in the district's comprehensive safety plan and communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 are authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Firearms on Campus

Here are the two JUHSD's Board Policies:

* BP 3515 Campus Security
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=4Ts2CB4t2pAislshkslsh6pl4tiQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

* BP Weapons and Dangerous Instruments:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=PGnplusWD0P61CTQMYYicoPfg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Sexual Harassment Policies (EC 212.6 [b])

The Jefferson Union High School District is an equal employment opportunity employer and is committed to implementing a policy of nondiscrimination in all aspects of employment.

Jefferson Union High School District provides equal opportunity to all applicants and employees without regard to race, color, religion, pregnancy, sex, sexual orientation, gender identity or perceived sex or gender, genetic information or characteristics (with respect to the applicant, employee, or a family member), national origin, ancestry, age, physical or mental disability, medical condition, family care status, marital status, veteran's status, uniformed service, or other basis protected by state or federal law.

Jefferson Union High School District does not unlawfully discriminate based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

Sexual Harassment Policy

All adults at Oceana are mandated reporters. This means that for everyone’s safety and security, information received by an adult that can harm students must be reported to school administration or government agency to address the safety concern. The reporting procedures are the same as the bullying and discrimination prevention ones. Students may do so verbally, through the Help Form, or through the online link on the school’s website.

1) As specified in the Ed. Code 212.5 sexual harassment is defined as 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 educational setting (students in grades 4-12). In general, the following is considered sexual harassment: sexual assault, physical abuse (unnecessary touching, pinching or

cornering), verbal abuse (propositions, lewd comments, or sexual insults), visual abuse (leering or display of pornographic material designed to embarrass or intimidate) or subtle or even overt pressure for sexual favors accompanied by an implied or overt threat. Each case will be dealt with directly by an on-campus administrator and referred to outside agencies as needed (sexual harassment can become a police matter).

2) Disciplinary actions taken for violation of this policy vary from warnings to expulsion to referral to law enforcement.

What Qualifies as Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

Any student who believes that they have been subjected to sexual harassment or assault or who has witnessed sexual harassment or assault is strongly encouraged to report the incident to their teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report their observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform them that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of their options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to them. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Rape/Sexual Assault: Offer the victim care and first aid until authorities arrive. Avoid destroying any evidence. Do not permit the victim to use the restroom until instructed to do so by the police. Wait with the victim until the site administrator arrives. Identify potential witnesses. If you talk to the victim prior to the police arriving on the scene, restrict the conversation to immediate medical needs. We only want the victim to have to tell the story once. If discussion occurs on the situation, speak only in general terms. DO NOT DISCUSS THE SPECIFICS of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard secondhand with you as the witness. Take steps to protect the victim's identify. Protect the

“PRIVACY” and “Rights of Confidentiality” of the student and family. Confer with site administrator regarding contacting Child Protective Services.

Sexual Harassment - Staff

Oceana prohibits sexual harassment of its employees and also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. The administrative team shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the SMCOE's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. Any Oceana employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee or a student, shall immediately report the incident to the administrative team. The administrative team member who receives a harassment complaint shall promptly notify the district office personnel. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. Any Oceana employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against another employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Here are JUHSD"s Board Policies:
* BP 4030 Nondiscrimination In Employment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rVFOqdplusWP7slshsJooslshsy4SlA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

* BP 4319.11 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=eplusmWZjJjQDRu0IKsoIQGug==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

Sexual Harassment - Students

Oceana is committed to maintaining a safe and supportive school environment that is free from harassment and discrimination.

Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited.

Oceana strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the staff or the administrative team.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and JUHSD procedures specified in the Uniform Complaint Procedures (UCP). The administrative team is responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under the UCP and where to obtain a copy of the procedures.

The administrative team shall take appropriate actions to reinforce the JUHSD's sexual harassment policy.

Here are JUHSD Board Policies:
BP 5145.7 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=hplusvbjqslshesChy0WmDsM5IwA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

BP 5145.3 Nondiscrimination/Harassment is located here:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=vOmXV4IUeEzxZgyGp0LbDQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Jefferson Union High School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Jefferson Union High School District expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activity in which they participate. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

The School Dress Code was revised by Oceana's Academic Council for the 2020-21 school year.

DRESS CODE
1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage does not have a coverage requirement. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear: A shirt or dress (with fabric in the front, back, and on the sides under the arms), AND Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND Shoes

3. Students May Wear: Hats. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff; Religious headwear; Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff, and individual teachers may require no hoods be worn in their classrooms). Fitted pants, including opaque leggings, yoga pants, and "skinny jeans"; Pajamas; Ripped jeans, as long as underwear and buttocks are not exposed; Tank tops, including spaghetti straps; halter tops; Athletic attire; Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate #1 above).

4. Students Cannot Wear (pursuant to CA Ed. Code):Violent language or images; images or language depicting drugs or alcohol (or any illegal item or activity); hate speech, profanity, pornography; images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group; clothing that reveals visible undergarments (visible waistbands and visible straps are allowed); swimsuits (except as required in class or athletic practice); accessories that could be considered dangerous or could be used as a weapon; any item that obscures the face or ears (except as a religious observance).

Dress Code Enforcement:
Students in violation of Section 1 and/or 4 will be provided three options to be dressed to code during the school day:
a. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
b. Students will be provided with temporary school clothing to be dressed to code for the remainder of the day.
c. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
Dress code enforcement shall not be affected by a student's racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
Students who feel they have been subject to discriminatory enforcement of the dress code should contact an administrator or the Wellness Counselor.

Here is JUHSD's Board Policy:
BP 5132 Dress and Grooming code is listed below for reference:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=qMycO22Q3xn3ITV2Fz62MA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Jefferson Union High School District.

SECTION 6: EMERGENCY EVACUATION PROCEDURES

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted. Schools must develop plans that identify the location of potential evacuation sites.

Ingress and Egress

- During normal school hours, Oceana provides multiple points of ingress and egress. When arriving at school, students are able to enter through the Oceana lot doors by the Little Theater or by the Cafeteria, the Paloma lot doors near room 201, through any of the back entrances near room 305, directly into the Gym, or via the stairs that lead from the main campus to the Gym. Visitors may enter through the Paloma or Oceana lot entrances and must check in at the office. Students may depart through any of the aforementioned ingress points at the end of the school day. Oceana has a closed campus, so students are expected to remain within the boundaries set by the Vice Principal during class meetings at the start of the school year and reinforced by administration and Campus Supervisor during lunch and brunch periods. Students who intend to leave early must get a gold pass from the Attendance Tech prior to their departure, which they bring back signed by a guardian upon their return.

- During special events in the Gym, students are able to access the Gym, restrooms, and locker rooms. Normal ingress and egress are through the primary Gym doors, but in the event of an emergency, the rear doors will be made accessible to aid a speedy and orderly egress.

Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

Evacuation Locations

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population.

A.) On-Campus Evacuation Location

School officials should review their school site layout and determine where the safest outdoor location is on campus to assemble students and staff. It is important to ensure there is adequate space for the entire school population and there is no danger of falling debris or power lines.

Evacuation Procedures for an On-Campus Evacuation During Class Time

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location. School staff should follow the below instructions:

- School staff must take roll at the evacuation area to ensure all students are accounted for once outside.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care.
- School staff should remain with their students and help to calm them.
- If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- Students should be debriefed to calm fears about the evacuation, if necessary.

Evacuation Procedures for an On-Campus Evacuation Outside of Class Time

In the event an evacuation is required during lunch, nutrition, passing period, or any other time outside class minutes, staff and students should prioritize a safe, orderly, and speedy egress. This means:

- Students arriving at their assembly areas should organize themselves first by grade level and then alphabetically by last name.
- Teachers will support the students of the grade level of their advisory in organizing themselves and in taking attendance. Teachers without advisories or those who teach special advisories should seek to assist where needed.
- One teacher per grade level will hand the attendance list to the Admin overseeing that muster station, who will then radio each grade level count to the Admin overseeing the school's evacuation.

B.) Off-Campus Evacuation Locations

Off-Campus Evacuation Procedures

Evacuation Procedures for an Off-Campus Evacuation
Off-campus evacuation is implemented after a decision is made that it is unsafe to remain on campus, and evacuation to an off-site assembly area is required. If it is determined an evacuation is needed, school staff should assemble students and use the predesignated evacuation routes to report to the assigned off-campus location, IBL middle school, 1427 Palmetto Ave, Pacifica, CA 94044 . School staff should follow the below instructions:

- School staff must take roll at the evacuation location to ensure all students are accounted for.
- Students who are missing or incapacitated due to serious injury should be immediately reported to the incident command leaders (see Oceana High School Incident Command System).
- The Superintendent of JUHSD and local law enforcement should be immediately notified of the evacuation.

(Optional) Other Programs, Procedures or Policies for Safe Ingress and Egress Include:

- Student Transportation Procedures (optional)
- Student Drop Off & Parking Procedures (Optional)
- Other relevant Procedures or Policies (Optional)

Safe Routes to School Program (Optional Section)
The San Mateo County Office of Education and Jefferson Union High School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program provides bike and pedestrian education and walk audits that assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps can also be generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, and students with disabilities, and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)
San Mateo County Office of Education Safe Routes to School offers electrical bicycle (e-bike) safety resources for student safety. E-bike riders must follow all traffic rules and regulations. Schools permitting e-bikes on school grounds communicate to families the types of bikes permitted, the e-bike policy, the process of permitting by the school district, and require student riders to take an online e-bike safety class that includes lithium-ion battery safety tips. E-bike batteries are not permitted to be charged on school grounds. Students are required to walk e-bikes when entering school grounds, including parking lots, and store the bike in the designated location. E-bikes are stored away from exit doors and anything that can become hot or catch fire. A legal e-bike has

working pedals, a maximum of 750 watts, and a maximum speed capability of 20mph for a Class 2 e-bike. Students age 17 and under are required by law, California Vehicle Code 21212a, to wear a properly fitted and fastened helmet when riding an e-bike. State regulations require riders of Class 3 e-bikes to be at least 16 years of age.

As the use of e-bikes continues to grow among students, promoting e-bike safety has become an important part of our school's safety efforts. E-bikes can offer a fun, efficient, and environmentally friendly way for students to get to and from school; they require responsible riding practices. The school encourages all students and families to review and follow California laws related to e-bike use, including helmet requirements, age restrictions for certain classes of e-bikes, and safe riding behaviors. Our school supports e-bike safety education, including proper speed control, awareness of traffic laws, and the importance of staying alert while riding. Ongoing collaboration with local law enforcement, Safe Routes to School programs, and community partners promotes safe riding habits and reduces the risk of injury.

A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

The Jefferson Union High School District works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe, connected, and take pride in their school and their achievements. Positive relationships between all members of the school community are paramount.

Positive School Climate:

School climate refers to the quality and character of school life. School climate is based on patterns of school life for all stakeholders, including students, parents, and staff. A school's climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation to pursue productive and rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

In conjunction with LCAP goals, and based on input from WASC visit in 2018, work is on-going to improve school climate to continue to increase levels of connectedness and community among staff. The school climate work includes, but is not limited to,
(a) Establishing an Anti-Racisim Committee to receive training, plan for staff training, and to support teachers in learning and growing in anti-racism, and to interrogate and shift systems to be anti-racist.
(b) Departmental collaborative meetings to discuss situations specific to students and practices to improve support for students and staff-well-being and strategies to positively impact school climate.
(c) Implementing Flextime and Advisory periods to further support interactions between teachers and students that meet students' academic needs and interests.

Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act (Optional)

Students who have witnessed a violent act at school or at a school sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found to be significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

In conjunction with LCAP goals, work is on-going to improve school climate and safety by revamping discipline philosophy and

interventions. Oceana High School has onsite Wellness Counselors, in addition to School Counselors to support students' social/emotional needs. Oceana also has recruited and trained Counselor Interns to further meet the goal of supporting students' wellness needs.

Mental Health Supports and School Resource Officers on Campus (EC 32282.1)
(Optional)

Jefferson Union High School District recognizes that to maintain a positive school climate, promote school safety, and increase pupil achievement, mental health and intervention services including restorative and transformative justice programs and positive behavior interventions and support must be prioritized.

The following procedures, protocols, and board polices pertain to how the mental health professionals, school counselors, and school resource officers (if utilized) work directly with students to create and maintain a positive school climate for students:

In line with our WASC and LCAP goals, work is ongoing to improve school climate, safety, and student success by improving communication with families. Oceana High School Counselor department has a counselor coordinator responsible for facilitating collaboration among counselors, supporting student academic and social/emotional needs, and coordinating and facilitating bi-weekly Student Assistance Team meetings. Oceana's counseling team also works closely with the Daly City Youth Center to support students with substance abuse incidents. Additionally, Oceana has a Chill Room allowing students a space to provide mental health breaks when needed.

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Oceana High School is committed to providing a safe, supportive and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

Here is JUHSD Board Policy:
BP 5131 Conduct
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rCJ4cP9zvplusNbyDhslshmTqNGw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

At Oceana, the Code of Conduct is its 6 School-wide Outcomes. Posters of these school-wide outcomes can be found in classrooms, offices, and public spaces throughout campus, as well as in the student handbook. Students examine these outcomes as part of new student orientation, the Freshman Orientation Project, and on behavior management reflection sheets. The school-wide outcomes are published as:

Oceana School-wide Outcomes

We, as a community of lifelong learners, strive to become:
1.) Communicators, skilled in reading, writing, listening, and speaking.
2.) Problem solvers and self-directed learners.
3.) Creative, reflective, and critical thinkers.
4.) Inclusive, compassionate, and collaborative workers.
5.) Respectful, responsible, and engaged community members.
6.) Individuals who actively participate in self-care, health, and wellness.

Access & Support
Students have two full-time wellness counselors and a school psychologist on staff to meet with when issues arise. Also, all of our academic counselors are cross-trained to help deal with crises.
Developing a “Chill Room,” or space for kids who need a time out or a place to compose themselves and get back into their classes is

another support Oceana has developed to address this serious and pervasive problem. We seek to employ numerous other strategies including home visits, ability to communicate with therapists and doctors as well as implementing the supports that each student needs when in crisis or coming out of crisis in their lives. Furthermore, the Wellness Counselor and a Vice Principal attend 8th-grade articulation meetings in the spring to speak with middle school counselors and administration in order to proactively create supports for incoming freshmen, so as to mitigate issues upon matriculation.

Here is JUHSD's Board Policy:
BP 5131 Conduct
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rCJ4cP9zvplusNbyDhslshmTqNGw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)
Jefferson Union High School District believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation for all students.

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.
- The Jefferson Union High School District expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable Jefferson Union High School District to monitor, address, and prevent repetitive harassing behavior at Jefferson Union High School District schools.

Here is JUHSD Board Policy:
BP 5145.9 Hate Motivated Behavior
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=KEwDhCM0Rmh7ZPwkx4CxsQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures for Preventing Acts of Bullying and Cyber-bullying

Jefferson Union High School District recognizes the harmful effects of bullying on student well-being, student learning and school attendance and works towards providing a safe school environment that protects all students from physical and emotional harm. No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against another student, group of students or school personnel.

In compliance with ED Section 32283.5 Jefferson Union High School District makes available the California Department of Education's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

Here is JUHSD Board Policy:
BP 5131.2 Bullying
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plustbxcIaWtdohSplusSiVszUGg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 9.28.25 and adopted by Oceana High School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Oceana High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- SMS through Remind

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In case of severe issues and there is no internet, use local broadcasting radio and television, red phone across schools (internally).

Backup systems: Ensure availability of battery-operated or solar-powered communication devices (e.g., handheld radios, satellite phones).

Multiple channels: Use a combination of emails, phone trees, text alerts, website postings, and social media for updates.

Printed materials: Prepare emergency communication guides and contact lists in hard copy, distributed in advance.

Emergency communication kit for administrators: Portable chargers, hand crank/solar radio, portable generator

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

1. Point Person - VP Lead for Wellness - general communication to self identify if there are needs
2. Wellness + school counselor in collaboration with DCYHC triage needs and outreach

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Oceana High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Oceana High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Instructional delivery will primarily occur through Google Classroom or the Synergy Gradebook/Learning Management System (LMS), using asynchronous formats and organized into instructional modules to support student learning.

In the event of a prolonged or severe disruption, the district will utilize online platforms such as APEX or Edgenuity to ensure continuity of instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital instructional materials will be distributed through collaboration between the IT Department, the Director of Curriculum, and classroom teachers, ensuring students have access to necessary resources via online platforms.

For students who require non-digital materials, each school site will develop a pick-up schedule offering multiple dates and times to accommodate families' availability. All instructional materials and accompanying instructions will be provided in multiple languages to ensure access and support for all students and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access assignments, resources, and feedback through Google Classroom or Synergy's Learning Management System. Teachers will maintain and communicate regular schedules for posting and collecting work, and support will be available for students needing assistance with navigation or submission. To address equity concerns, students who lack devices or internet access will be provided with loaned equipment or printed packets, and may submit work via in-person drop-off, mail, or scheduled phone/email check-ins.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Oceana High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Manner of Communication:

- Email
- Online curriculum communication platforms (such as Google Classroom or Synergy)
- Phone calls
- Zoom or Google Meet sessions
- ParentVUE for grading and school updates

Timelines and Expectations:

- Staff and teachers are available to respond to inquiries between 8:30 AM and 3:30 PM, Monday through Friday.
- Teachers are not expected to respond to emails, messages, or calls outside of school hours to respect work-life boundaries.
- Communication may occur in person, virtually, or via phone, depending on the situation and accessibility needs.

Frequency of Communication:

- General updates from schools and the district will be provided on a Monday–Friday basis as needed.
- Teachers will update students and families weekly through designated platforms such as Google Classroom or ParentVUE.
- Immediate updates regarding emergency situations or critical changes will be sent as soon as information becomes available.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Device Access:

- Chromebooks are available for students to check out at school sites to ensure equitable access to online learning tools and resources.
- Students who require a device can coordinate with their school's front office or designated site lead for Chromebook distribution.

Support for Educators:

- Teachers and staff experiencing technology-related issues can submit a Help Desk ticket for timely support and resolution.

- Professional development and technical assistance will be provided through the Educational Services Department, as needed to ensure educators are prepared to deliver remote instruction effectively.

Access to Materials and Resources:

- Online instructional platforms, such as Google Classroom and/or Synergy, will be used to post assignments, lessons, and important communications.
- Academic resources and independent study materials will be made available on both the district and school websites for easy access by students and families.
- Early access to Independent Study written agreements are posted on the District's website ensuring clarity around expectations and requirements before beginning remote learning.

Internet Access:

- The district will work with families to support access to the internet as needed, including providing information on low-cost internet programs and, when available, hotspots.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Prioritization of Essential Learning:

- Students' coursework will be aligned with the district's adopted curriculum and California state standards. Each course's objectives, methods of study, and required assignments are outlined weekly to maintain academic rigor and focus on essential standards

Standards-Aligned Learning Objectives:

- Learning objectives reflect grade-level expectations and A–G coursework requirements when applicable, ensuring that students have access to content substantially equivalent to in-person instruction

Monitoring Student Progress:

- Students are expected to submit assignments at least weekly
- Progress is assessed through assignment reviews, quizzes, discussions, tests, demonstrations of skills, and portfolio evaluations
- Teachers report student progress regularly through email, online platforms (e.g., Google Classroom, ParentVUE), phone calls, and virtual meetings (Zoom or Google Meet).
- Teachers are available for communication Monday through Friday, 8:30 AM to 3:30 PM, but are not expected to respond outside these hours

Additional Support and Intervention:

- Academic Tutoring: Access to Paper.Co online tutoring services and teacher support
- Social-Emotional Counseling: Wellness counselors provide check-ins and counseling support as needed
- Virtual Office Hours and Check-ins: Teachers provide scheduled opportunities for live interaction and support throughout the week

Technology Access: Students are issued Chromebooks and Wi-Fi hotspots if needed to ensure participation in remote learning

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Access to Devices and Internet:

- Chromebooks and Wi-Fi hotspots are available to students who need them to access online platforms, assignments, and communication tools.
- Students experiencing homelessness and foster youth are prioritized to ensure uninterrupted access to learning

technology.

Instructional Resources and Services:

- Students have continued access to core curriculum materials, digital platforms (such as Google Classroom, ParentVUE, and school websites), and academic supports regardless of learning environment.
- Communications and instructional materials are made available in multiple languages to ensure that English Learners and their families remain fully informed and engaged.

Support for Specialized Populations:

- Students with Disabilities: Services and accommodations outlined in students' Individualized Education Programs (IEPs) or Section 504 Plans will continue to be implemented during remote instruction or temporary reassignments.
- English Learners: EL students will continue to receive designated and integrated English Language Development (ELD) support through virtual, in-person, or hybrid instruction models.
- Foster Youth and Students Experiencing Homelessness: These students will receive priority access to counseling services, technology, wellness resources, and community-based support as needed.

Monitoring and Outreach:

- School sites and wellness teams will monitor student participation and engagement, following up promptly with students who show signs of disengagement.
- Tiered supports, including personalized outreach and family conferences, will be used to reengage students and address any barriers to access.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services:

- Special education services, related services (such as speech, occupational therapy, and counseling), and accommodations will continue to be provided whether instruction is in-person, virtual, or through a hybrid model.
- Service delivery models may include a combination of in-person services, teletherapy, virtual consultation, and online instructional support, depending on the student's needs and the nature of the disruption.

IEP Meetings:

- IEP meetings will continue to be scheduled and held within required timelines.
- Meetings may take place in person, via videoconference (e.g., Zoom, Google Meet), or by phone to ensure ongoing collaboration with families.

Progress Monitoring:

- Teachers and service providers will monitor student progress toward IEP goals and regularly update families.
- Adjustments to services or supports will be made as needed through the IEP amendment or meeting process.

Access to General Education Curriculum:

- Students with IEPs will continue to have access to grade-level curriculum and instructional materials, with appropriate accommodations and modifications as outlined in their plans.
- Assistive technology and other supports will be provided as needed to enable full participation.

Communication and Support:

- Case managers and service providers will maintain regular communication with families to address concerns, answer questions, and ensure that students' educational needs are met.
- Families can reach out directly to their child's case manager for any additional support or questions regarding IEP implementation.

Englis Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

- Schools will affirm and build upon students' cultural and linguistic strengths, providing safe, inclusive environments and strong family partnerships

- EL students will engage in standards-based, rigorous instruction that integrates English language development with academic content across all disciplines
- Educators will use data to monitor EL progress and provide differentiated, tiered supports based on students' unique needs, including support for newcomers, long-term ELs, and ELs with disabilities
- EL students will follow coherent, aligned pathways from early education through graduation, promoting biliteracy and college and career readiness

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The Educational Services Department will facilitate training for staff on core digital tools, including Google Classroom, ParentVUE, and StudentVUE. In addition, the district will collaborate with the San Mateo County Office of Education to provide relevant professional development to support remote instruction needs. Ongoing professional learning opportunities and resources will be made available to ensure that staff are prepared to effectively pivot to remote instruction and assessment if necessary.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

School-Based Health Services:

- Students have access to school wellness centers and partnerships with local health agencies, including the Daly City Youth Health Center (DCYHC), which provide medical, mental health, and counseling services.
- Physical health services, such as basic medical care and referrals, are coordinated through school nurses and district health partners.

Mental Health Services:

- The district employs school counselors, social workers, wellness counselors, and psychologists who provide individual and group mental health support.
- Crisis intervention services and ongoing counseling are available both on campus and virtually, as needed.

Multilingual Support:

- The district ensures that mental health professionals and community partners include staff members who speak languages other than English, including Spanish and Tagalog.
- Interpretation services are available during counseling sessions, wellness check-ins, and health-related appointments to ensure that language is not a barrier to accessing care.

Access During Remote Learning or Disruptions:

- Health and mental health services remain available through telehealth platforms if in-person services are temporarily suspended.
- Students and families are provided with information on how to access services through the district website, communication platforms, and direct outreach, in multiple languages.

Plans to provide access back-up, water and medicines in the event of an emergency.

Emergency Supply Kits: Each school is equipped with emergency supply kits that include essential items such as bottled water, non-perishable food, first aid supplies, flashlights, batteries, and other necessary materials to support students and staff during emergencies.

Water and Food Provisions: Adequate supplies of bottled water and non-perishable food items are stored at each site to sustain individuals in the event of prolonged emergencies.

Medication Management: Medications provided to the school health offices are securely stored and managed by trained personnel. In emergencies, authorized staff are prepared to administer necessary medications in accordance with student-specific medical plans.

Regular Maintenance and Training: Emergency supplies are regularly inspected and replenished as needed. Staff receive ongoing training to effectively manage emergency situations, including the proper use of emergency supplies and administration of medications.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education Services:

- Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive services and accommodations, whether through in-person, virtual, or hybrid methods.
- Related services such as speech therapy, counseling, and occupational therapy may be provided via teletherapy if needed.
- IEP meetings will continue to be held within required timelines through videoconferencing or phone meetings.

Counseling and Mental Health Services:

- School counselors, wellness counselors, and social workers will maintain regular check-ins with students through virtual platforms or in-person appointments, depending on the instructional model.
- Mental health support, crisis intervention, and referral services will remain available both remotely and on campus.

After-School Programs:

- Expanded Learning Opportunities Programs (ELO-P) and other after-school services will transition to virtual activities or modified in-person offerings as needed, ensuring ongoing academic support, enrichment, and social connection opportunities for students.

Food Services and Nutrition:

- The district will continue to operate meal distribution programs during closures or disruptions, ensuring students have access to nutritious meals.
- Grab-and-go meal options and delivery models will be activated as necessary, with communications provided in multiple languages to inform families.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

For the initial year, the plan is based on the the previosuly approved Learning Continuity Plan along with the District's Independent Study board policy and administrative regulation. This plan was shared with relevant educational partners for feedback.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Health and Safety Clearance:

- Local and state public health authorities must provide clearance that it is safe to reopen based on public health metrics (e.g., case rates, hospitalization rates, guidance on indoor gatherings).

Facility Readiness:

- School sites must undergo inspection to ensure that buildings are safe, utilities are functional, and any damage to infrastructure has been repaired.
- Necessary health and safety supplies (e.g., PPE, cleaning materials, hand sanitizers) must be stocked and available.

Staffing Readiness:

- Adequate staffing levels must be confirmed, including teachers, support staff, custodians, transportation, and food services personnel.

Communication to Families and Staff:

- Clear and timely communication must be provided to families, students, and staff regarding the reopening timeline,

safety procedures, schedules, and expectations.

Transportation and Nutrition Services:

- Transportation routes must be re-established, and meal services must be ready to resume operations according to health guidelines.

Instructional Readiness:

- Teachers and school staff must be prepared to support students' transition back, including academic re-engagement, social-emotional support, and assessing learning needs.

Emergency and Contingency Plans:

- Updated contingency plans must be in place in the event of a need for re-closure, including readiness to pivot back to remote learning if necessary.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Oceana High School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Oceana High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This plan will be reviewed each year along with the California School Safety Plan.

Presence of Immigration Enforcement

The Jefferson Union High School District is committed to ensuring a safe and secure environment for all students and staff and protecting their rights. In the event of the confirmed presence of immigration enforcement on the schoolsite, the Jefferson Union High School District will notify parents and guardians of pupils, teachers, administrators, and school personnel. The content and timing of such notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by the Jefferson Union High School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

The term "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and evaluated annually and amended as needed by the School Site Council or designated School Site Safety Committee. Any updates made to the plan are shared with the law enforcement agency, the fire department, and any other first responder entities consulted in the development of the plan.

School District: Jefferson Union High School District

School Site: Oceana High School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

Incident Command Cards

Fire Watch

Air Quality Guidance

School Closure Guide

Student Threat Assessment Page

Student Threat Assessment Protocol

Suicide Prevention Page

Suicide Prevention Protocol

Commercially Sexually Exploited Children Resource Page

Commercially Sexually Exploited Children Resource Protocol for Schools

Sexual Assault/Sexual Harassment Resources

Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement

Naloxone for Schools Program and Toolkit

Naloxone Toolkit

Violent Release

Student Release

Facilities Guide

TOYFP Book

Trauma-Informed and Inclusive Practices Guide

Lesson Plans
Grade: 1-3 4-5 Middle High