

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2025-2026 School Year

**School:** Westmont Elementary School  
**CDS Code:** 30-66613-6029730  
**District:** Ocean View School District  
**Address:** 8251 Heil Ave  
 Westminster, CA 92683  
**Date of Review and Adoption** 9/16/25

**Approved by:**

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- 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
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. 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.

A copy of the Comprehensive School Safety Plan is available for review at the Ocean View School District office.

### Safety Plan Vision

What is a safe school?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

--Taken from “Safe Schools: A Planning Guide for Action” California State Department of Education

“Safe School Vision”

Westmont School believes that preparing students for responsible citizenship is accomplished by fostering self discipline and personal responsibility. Staff also believe that communicating high expectations for student behavior, implementing effective classroom management and providing a safe, caring, inclusive environment can minimize the need for discipline and increase student learning.

Westmont School is a thriving and inspiring educational environment that empowers self directed learners to be responsible and respectful global citizens.

“The Board of Trustees believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using District transportation.”

--OVSD Policy 5131

## Components of the Comprehensive School Safety Plan

### Westmont Elementary School Safety Committee

Diana Bianco - Principal  
Colette Lopez - School Office Manager  
Kim Alvis - Teacher  
Allison Eadie - Teacher  
Dolores Smith - Teacher  
Andrea Saltz - Health Tech  
Wendy Rivera - Custodian

### Assessment of School Safety

Results from OVSD Student Climate Survey for 2024-2025 administered in spring 2025 to second through fifth grade students in Ocean View School District assist in identifying school needs and guide the development of programs for students. According to the survey 65% of 4th and 5th grade students are happy always or most of the time when at school. Students felt that adults were happy to see them at school 77% while 75% felt they were included in their class. 25% of students felt that they were not included or only sometimes included.

78 percent of 4th-5th grade students were proud to be attending Westmont. 68 percent feel the teachers treat students fairly and 87% feel that teachers and adults care about them. 78 percent believe their teachers are proud of them. 61 percent of 4th and 5th graders feel teachers and other adults at school listen to them while 62% of students feel their teacher or other adults at school want to get to know them. 86 percent believe that teachers and other adults encourage them at school and 62% believe the rules at school are fair. 84 percent of students feel they are respected by adults, while 53% report students treat each other with respect. 69 percent feel students know the rules and 82 % feel that teachers can help solve problems they have with other students. 79 percent of students think about how others feel and 95% believe schools teach students to be responsible for their actions. A large majority, 84% feel the school teaches students to treat each other with respect. With respect to alleged bullying, 83% feel the school teaches that bullying is not allowed, while 62% feel teachers or other adults help students if bullying occurs. Ninety-five percent of students self-reported that they felt they were kind to other students, and 30% percent of students reported that other students would hit or push students when they're not just playing around. There were 45% of students who felt that other students would sometimes or never say mean things to other students and 41% reported that students call other students' names or spread rumors about them. Seventy-seven percent of students reported feeling safe at school with 93% feeling safe going to and coming from school.

Our 2nd-3rd grades reported they were happy to be at school and 69% answered yes while 76% of students reported that adults at school are happy to see them. Eighty-six percent felt that the adults and teachers at school care about them. Seventy-six percent felt teachers were proud of them and 67% feel listened to. Ninety-three percent of 2nd-3rd graders believe teachers want them to do well at school and 82% feel that the school teaches students to treat each other nicely. Students felt safe at school with 77% reporting and 77% shared that teachers help students when someone is mean to them. Westmont School's suspension data for 2024-25 was 1 student. Most behaviors that led to discipline involved aggressive behavior or disrespect. Information from the 2nd-5th Grade Climate Survey and Westmont discipline data was shared with the School Safety Plan committee and utilized in planning and implementing programs for Westmont students.

Additional data was gathered through the 2023-2024 LCAP parent survey and the following information was gathered:

92% of parents felt that there was at least one positive adult connection at the school for their child.

93% of parents felt the school provided a safe physical environment.

91% of parents felt they knew the school rules.

79% of parents indicated that they felt their child was respected by their peers.

Westmont's positive climate is evident in a variety of areas. In 2019-2020, teachers participated in a two-day Restorative Practices training to promote inclusiveness, relationship-building and problem-solving, through such restorative methods as Circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Teachers have implemented Community Circles in their classrooms to increase communication skills and social learning. Social stories and specialized reading books addressing character traits, overcoming obstacles and positive thoughts are integrated into the day. As a school, staff helps define and refine school wide expectations for students. Students are asked to assist in developing and refining our Positive Behavioral Interventions and Supports (PBIS) plan. Engaging all stakeholder groups allows a voice to all and brings a stronger commitment to the overall program and its success. PBIS assemblies are created to review school wide expectations and students are brought on a walking campus field trip so that staff can review what the expectation looks like for that area. Sharing school wide expectations in the classroom, and at an assembly as well as a thorough walking field trip around the campus allows staff to provide a consistent, school-wide discipline approach while also meeting the needs of individual students. Our school theme focuses on being our best and becoming "Shining Stars" in all we do. Traditionally we give our positive blue tickets to individual students or gold tickets to classrooms that are exhibiting positive behaviors and a purple "in the Spotlight" ticket for exemplary displays of positive behaviors. Students can earn classroom rewards or visit the student store to redeem their tickets. We have also started acknowledging positive character, academic and social traits with brag tags. Students earn brag tags when they meet a goal or put their best effort forward. Our Student Council sponsors spirit days weekly and regular school activities. Parent involvement continues to be an area for expansion. Westmont's parent involvement increased last year with the addition of in person parent workshops and family engagement nights. This is an area we would like to continue to further develop and promote.

Procedures for early identification and intervention are securely established. The School Success Team often serves as a planning and problem-solving team related to school behavior. Behavioral Plans, IEPs and 504 Plans provide specific procedures for addressing the behavioral needs of select students. The school administration monitors and analyzes office referral data, looking closely at students who may be at-risk. Incidents of violence or disruption are minimal.

Westmont's discipline policy, aligned to District policy, provides for an effective response to behavioral incidents. At the beginning of the year, the principal holds a school wide assembly to review school rules for all grade levels. Teachers continue to review the school rules with students throughout the year. The Parent/Student Handbook includes school and district rules and parents are asked to verify via signature that they have reviewed the Parent/Student Handbook with their child. Westmont works closely with coordinating services and community agencies to provide support for students and families.

#### SUMMARY OF SUSPENSIONS

Year 2024-2025

# of Students Suspended: 1

Reference: Ed. Code 32281

#### **Strategies and Programs to Provide and Maintain a High Level of Safety**

Westmont Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the Student/Parent Handbook, assemblies, parent workshops, notices, teacher communication, and newsletters.

The Positive Behavior Interventions and Supports (PBIS) program, which we call "The Westmont Way", is introduced to students at grade level school-wide assemblies in the fall.

Westmont Elementary School's discipline philosophy centers on positive behavior and good character. Positive behavior is encouraged through the distribution of "Westmont Way" blue tickets on campus. In addition, teachers develop their own rules and expectations and post them in the classroom. Teachers also use positive Dojo points to reinforce behaviors in class. Many Student Council activities focus the students on providing community support or service.

Most teachers at Westmont have completed Restorative Practices training. Restorative practices seeks to develop good relationships and restore a sense of community in an increasingly disconnected environment. Rather than simply punishing students, restorative practices holds students accountable for their choices by involving them face to face with the students they harmed. Classroom teachers hold Community Circles where the teacher and students form a circle and a topic or question is introduced. Everyone in the circle takes a turn sharing while the others listen. The purpose of the circles is for students to get to know each other and build trust. In the circle everyone is equal which builds strong supportive relationships and connectedness. Students find commonalities with each other which leads to compassion and empathy. This is the fourth year Westmont is using restorative practices.

A variety of support processes/programs are available. Select students have personalized behavioral support plans. Students receive recognition at monthly awards assemblies for academics and citizenship. In addition, the school acknowledges students for the monthly character trait at the monthly awards assembly. The Student Success Team meets monthly to address the needs of particular students. The counselor, counseling Intern, speech therapist and School Psychologist provide social skills groups for select students. The School Attendance Review Board process supports and encourages student attendance. Westmont's Parent Teacher Organization, PTO, provides support for field trips and special programs. School administrators have been trained on conducting threat assessments to determine the possibility of and level of a threat to others and the steps to take at each level of threat to maintain the safety of all persons at school. Other school/community partnerships provide rewards to motivate students or assistance with special projects or events.

Westmont implements PBIS (Positive Behavioral Interventions and Supports) which includes a school developed statement of behavioral purpose, behavior matrix explaining expected on-campus behaviors, reinforcement and the school-wide discipline referral process.

#### **(A) Child Abuse Reporting Procedures**

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from 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 legally 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)

An injury caused by a District employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

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

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; District police or security officers; licensed nurses or health care providers; and administrators, presenters, and 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 the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has 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 a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any District employee who reasonably believes to 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 against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters 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, 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 the person knows or reasonably suspects 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

##### Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial 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 county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Abuse Registry/Orange County  
P.O. Box 14102  
Orange, CA 92863-1502  
714-940-1000 (HOTLINE), 714-938-0289 (FAX)

When the initial 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.

#### Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the District office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

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

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

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

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

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

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

#### Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, 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)

#### Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to District employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on District property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a District employee or other person suspected of child abuse or neglect on District property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The District also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

??No employee shall be subject to any sanction by the District for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Reference: OVSD Board Policy 5141.4, AB 1432, Ed. Code 44691, Penal Codes 11166, 11165.7, 11166.5

## **(B) Disaster Procedures**

### **Disaster Plan**

In case of a disaster, an Emergency Plan is in place. All staff is knowledgeable of the plan and is aware of their individual responsibilities. All staff has been divided into emergency teams which include search and rescue, medical/first aid, student supervision, student release, security/damage, and Control Center. A complete copy of the school disaster preparedness plan is located in the appendix. All schools hold fire drills in compliance with CA Ed Code and enter drill information into our emergency Management System in Raptor. Lockdown and shelter in place drills are conducted according to staff and student Run, Hide, Fight training. Earthquake drills are held throughout the school year and in October as part of the Great Shake Out. Circle View's School Emergency Plan encompasses a wide range of possible emergency situations and is aligned to the SEMS procedures.

--Reference: OVSD Board Policy 6114, Ed. Code 35295-35297, Gov. Codes 8607, 3100

### **Adaptations for Students with Disabilities**

School incident command center shall maintain a list of all students who will require special assistance during a drill or disaster and where those students are located throughout the day. If appropriate, evacuation routes for students with impaired mobility shall be developed to reduce impediments. Teachers and support staff assigned to support students with disabilities will adapt instructions for students with disabilities as practicable.

### **Public Agency Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The District or county office shall cooperate with the public agency in furnishing and maintaining the services as the District or county office may deem necessary to meet the needs of the community.

Reference: OVSD Board Policy 6114, Ed. Code 32282

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

In adherence to District policy 5144.1(a), it is the policy of the governing board to allow suspension or recommend expulsion only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in Policy 5144.1 and upon a first offense, if the principal of the school at which the student attends determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a principal's conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider further disciplinary action, including recommending expulsion. If the principal decides to recommend expulsion, the student and parent are also notified verbally and in writing. Following such a decision, the Student Services office will contact the parent to discuss the student's placement while waiting for the case to be acted on at the District level.

Offenses that result in mandatory suspension and referral for expulsion (EC 48915) with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or an after school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in E.C. 48900(n).
5. Possession of an explosive.

The appropriate law enforcement agency will be notified of students in violation of these acts.

School officials will also notify appropriate law enforcement authorities when students violate Penal Code 245 which deals with assault with a deadly weapon, instrument or firearm or violation of EC 48900(c) unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an enumerated controlled substance, alcoholic beverage, or intoxicant; or EC48900(d) unlawfully offered, arranged, or negotiated to sell an enumerated controlled substance, alcoholic beverage, or intoxicant, and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

Law enforcement authorities will be notified of any acts of a student that may involve the possession of narcotics or of a controlled substance, or a violation of Penal Code 626.10 (Gun Free School Zone Act) or section 626.10 (bringing or possessing certain knives, blades, tasers, stun guns, and instruments that expel a metal projectile while on school grounds).

School officials will report any act specified in paragraph (1) or (5) of EC 48915(c) committed by either a student or nonstudent. Specifically, possessing, selling or otherwise furnishing a firearm and possession of an explosive must be reported to the appropriate law enforcement agency.

School officials may inspect school property and may search students, desks, and/or other personal property when they have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

--References: OVSD Board Policies 5144.1(a), 5144.2, Ed. Codes 48900(c), 48900(d), Penal Code 626.10

### **(D) Procedures to Notify Teachers of Dangerous Pupils**

Teachers are notified of student suspensions as they occur. Additionally, teachers are informed at the start of each school year via an email from the principal of each student in their class who has engaged in, or is suspected to have engaged in, any of the acts in 48900 (except "h"), 48900.3, 48900.4, and 48900.7. Students who are identified as dangerous pupils are flagged in the database system and teachers are notified about how to review the discipline information on students. Teachers are also notified that the information provided regarding students is for teacher knowledge only, and is not to be further disseminated.

References: Ed. Code 49079

## **(E) Discrimination, Harassment and Sexual Harassment Policies**

### **Nondiscrimination/Harassment**

Discrimination, harassment, intimidation and bullying of any student based upon the student's disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics is prohibited.

Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to appropriate discipline, up to and including, counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including, dismissal.

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying, should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal or staff member, whether or not the victim files a complaint. When finding that harassment has occurred, the principal or staff member shall take prompt, appropriate action to end the harassment and address its effects on the victim.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying, shall immediately report the incident to the principal, whether or not the victim files a complaint. In addition, the employee shall immediately intervene when safe to do so.

Reference: OVSD Board Policy 5145.3

### **(E) Sexual Harassment Policies**

Sexual harassment of any student or employee by another person is prohibited. OVSD Board Policy 4119.11 and 5145.7 prohibits sexual harassment of employees and students. School rules also prohibit sexual harassment.

Students are directed to immediately report incidents of sexual harassment to an administrator or teacher. 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. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

The District shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including publicizing the District sexual harassment policy in notifications sent to parents/guardians and staff at the beginning of the school year.

Students, and/or their parents, can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment. Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint, with any school employee. Within 24 hours of receiving the complaint, the school employee shall report it to the District Coordinator or Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

References: OVSD Board Policies 4119.11, 5145.7

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel**

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with stated purposes of the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

Circle View parents are encouraged to ensure the children are dressed appropriately for all on campus and off campus school activities and their clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The school principal or staff may establish a dress code that prohibits students from wearing gang related apparel as gang related apparel is considered hazardous to the health and safety of the school environment.

Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, or which promotes the use of drugs, alcohol or tobacco or other illegal activity, or which is deemed inappropriate. Such articles will be held in the school office and loaner clothing will be provided as necessary.

Shoes must be worn at all times.

#### **(G) Internet Safety**

Ocean View School District is compliant with the Children's Internet Protection Act (CIPA), a federal law that imposes the following regulations over schools and libraries participating in the ERate program. The District has adopted and enforces an Internet Safety Policy and has put in place technology protection measures for all students.

Technology Protection Measures include a web content filtering system to block or filter Internet access to

- (a) pictures that are obscene,
- (b) pornography, or
- (c) items harmful to minors (for computers that are accessed by minors) meeting CIPA requirements.

All Internet Services pass through one connection at the District Office and is then distributed to individual school sites for ease of monitoring.

Internet Safety Policies (Ocean View School District Acceptable Use Agreement, or AUA) have been adopted and implemented for the District. The Student AUA for Electronic Resources has students agree to an Internet Code of Conduct governing the use of technology for educational purposes. Internet Safety Policy addresses the six requirements of CIPA:

- 1) Access by minors to inappropriate matter of the Internet is blocked by technology protection measures. District responses to student violations are enumerated in the Internet Safety Policy.
- 2) Safety and security of minors when using direct forms of electronic communication such as electronic mail and social media is maintained by web content filtering. Students do not have District e-mail accounts. E-mail accounts are provided to staff only. Staff is responsible for the use and supervision of their accounts.
- 3) Unauthorized access, including so-called "hacking" and other unlawful activities by minors is prohibited. Cyber-bullying and cyber-threats are unlawful activities. Cyber-bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies. Cyber-threats are either direct threats or distressing material that raises concerns that a young person may be considering committing an act of violence against another or self. Parent and police involvement may be deemed appropriate. Students are disciplined for unlawful acts. (Board Policy 5144.1). The Student AUA states, "I understand that the use of information system is a privilege, not a right and inappropriate use will result in cancellation of privileges."

4) Unauthorized disclosure, use and dissemination of personal information regarding minors are enforced. No confidential documents are authorized to be sent by e-mail. No student information is released without proper permission. The Student AUA states, "Maintain your own privacy. Don't give out personal information, such as your address, phone number, etc."

5) The Internet Safety Policy outlines measures designated to restrict minors' access to materials that are harmful to minors. In addition to the listed technology protection measures, staff should report any objectionable Internet sites URL (Universal Resource Locator) to the Director of Information Technology and/or designee as soon as possible.

6) Both Student/Employee AUAs accept personal responsibility for reporting any misuse of the network to the administrator in charge. Misuse includes any message/material that is pornographic, unethical, racist, or uses inappropriate language. Exhibit 6162.7 states, "All District personnel involved in the use of technology will read and adhere to the ethical, legal, and practical guidelines set out in the District's Employee Acceptable Use Agreement for Electronic Resources."

--Reference: OVSD Board Policy 6163.4

#### **(H) Counseling Services**

Counseling services are available to all students through teacher referral, Student Study Team referral, and parent request. A school social worker intern, psychologist, or Licensed Clinical Social Workers are available to all students in Ocean View School District. Outside referrals for counseling and related services are available to families. School counseling services or Critical Incident Team services are also provided as needed to students when critical incidents effecting students and/or staff occur, or when students have witnessed a violent act occurring during school hours, school related events, or going to or from school.

#### **(I) Critical Incident Stress Management (CISM)**

District teams have been identified and trained to assist when a critical incident occurs. A critical incident is a significant event that impacts a school. This event is outside the norm such as a serious injury or death of a staff member or student, suicide, or an event that generated excessive media. CISM provides emotional and/or psychological triage in response to an abnormal event as well as a structured response to help manage stress and prevent post traumatic stress. (see Appendix for Critical Incident Response Protocol)

#### **(J) Bully Prevention**

The Ocean View School District has established policies related to bully prevention. The Board of Trustees believes that all students are entitled to a safe and a positive learning environment free from disruptions, unlawful discrimination, and bullying. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

The District prohibits bullying as defined in this policy. This includes, but is not limited to, unlawful discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code 220, disability, gender, gender identity, gender expression, nationality, race, ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable student or students in fear of harm to that student's or those student's person or property;
- (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- (c) Causing a reasonable student to experience substantial interference with his or her academic performance;
- (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

#### **Bullying/Cyberbullying**

The Board of Trustees desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. "Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

Any employee who has knowledge of unlawful discrimination, harassment, intimidation, or bullying, shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the Superintendent or designee within 24 hours. Students who have knowledge of unlawful discrimination, harassment, intimidation, or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints by submitting a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may submit the complaint anonymously. Due to the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten District property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Any student who engages in cyber-bullying using District-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with District policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Anti-Bullying is emphasized early in the school year through the teaching and reinforcing of positive behavior and anti-bullying behavior expectations. Safety, PBIS (Positive Behavioral Interventions and Supports), and SEL (Social Emotional Learning) are reviewed with Certificated and Classified Staff members at beginning of the year staff meetings. Students participate in a variety of spirit and anti-bullying activities in October to observe National Bullying Prevention month in order to create awareness and take a school stand against bullying. Circle View celebrates kindness in an anti-bullying week in November so students can participate in kindness activities. Students know that they are the "I" in "Kind." Students are recognized at awards assemblies for displaying positive behaviors on the PBIS matrix and behaviors that prevent bullying. Circle View participates in PBIS to promote good behavior, positive character traits, and excellent citizenship. PBIS strategies promote consistency in behavioral expectations from transitional kindergarten (TK) through fifth grade. Behavioral expectations are taught and regularly reinforced. These expectations are posted in each classroom and located in appendix A. Circle View also participates in Character Education entitled "Character Counts!" This program will focus on a monthly character trait that aligns with our district focus of SEL. Circle View focuses on this trait school-wide in our Thursday announcements, Flag assemblies, and in classrooms. We are building our Circle View Eagles to have good values and be kind and caring citizens. Activities and videos are provided to teachers that they can use in their classrooms that will help build these traits. Teachers schedule a 20 minute lesson weekly to support SEL. Students who work hard on showing the monthly character trait are rewarded with classroom Dojo points, Wings awards, Super Eagles, and at trimester awards assemblies.

References: OVSD Board Policy 5131.2, Penal Code 422.55

### **(K) Infectious Disease**

#### Communicable Diseases

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The District requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease. The District shall exclude students only in accordance with the law.

Any child suspected of having a communicable disease will be examined by the school nurse or other designated individual. If the school nurse or other designated individual indicates that the child is thought to have a communicable disease, he/she shall be excluded from school until a doctor's note stating the child is no longer contagious is provided.

The Board recognizes that Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) are bloodborne pathogens and not casually transmitted. Children with bloodborne pathogen infections are entitled to attend school and receive a free and appropriate public education. The sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school.

Parent/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parent/guardian and physician to minimize the child's exposure to other diseases in the school setting.

Ocean View School District follows the Orange County Health Care Agency (OCHCA) guidance for providing updated information to parents when students have COVID-19 like symptoms or are suspected of having COVID-19.

Reference: OVSD Board Policy 5141.22

#### **(L) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School**

Students are not allowed on campus prior to 7:45 a.m. because there is no supervision until that time. Students arriving on the bus exit in the back parking lot by preschool where they enter the preschool gate onto campus. Boys and Girl's Club bus enters at front drive and students are dropped off at the parking lot area. Students walking to school or being dropped off by car enter the front gate near the office. TK students proceed to their classroom directly upon entering the front gate. Grades 1st through 5th students will pick up breakfast if they choose and sit on the breakfast benches until dismissed to the back blacktop to line up by grade level and class. Students that do not have breakfast will wait until all students are dismissed to the blacktop at 8:00 am where they are supervised until the start of school at 8:15. They will then proceed to the blacktop and line up by their class name. Primary students in Kindergarten will enter through the gates by the office, then proceed to the breakfast benches and to their line-up area by the MPR where they will be taken to class at the start of 8:15. Students arriving late will enter the front office and then will proceed to their classroom. We are a closed campus, therefore parents are asked to say their goodbyes at the gate. A crossing guard is available both before and after school to cross Heil Ave.

After school buses pick-up students from the preschool parking lot at the back of the school. Parents are requested to meet their students at the gate they entered in the morning or by waiting in the pick-up lane for students to be guided to their vehicle. Staff supervision is available after school until students are picked up, Kindergarten and TK students will be taken to the outside of the MPR to wait for their parent/guardian or vehicle.

Preschool students must be delivered to school and signed in by a parent or an adult (18 years or older) who is listed on the child's Emergency Card as required by law for the safety and supervision of the students. Persons authorized to sign a child in or out must sign their first and last names legibly and write the specific time.

Staff members directly teach students the appropriate and expected procedures for daily arrival and dismissal to and from school, via the PBIS program.

Students are required to carry and scan their bus passes each day. District transportation implements a system of tracking the time and location of each student entering and exiting District buses, in addition to the GPS location of all buses for increased student safety. The District also implements an electronic system documenting that the bus has been checked for students before the driver leaves the vicinity of the bus. An additional system installed on buses activates the bus horn if the driver does not walk to the back of the bus and disarm the system after turning off the ignition.

#### **(M) Procedures for Missing or Lost Child**

Preparation:

- Staff review "search assignments" and procedures annually.
- Identify search zones and members(s) of staff who do not routinely supervise students who will search each area
- Maintain a list of any students with a history of elopement – note areas walked to if there is a pattern
- Share search plan, including search persons, areas, and information known about student with history of elopement with all staff

When a student is lost:

- Immediately – Staff search immediate and adjoining areas, particularly areas not within line of sight.
- Within 3 minutes – Notify office, office staff, and assigned search personnel. Assigned staff search designated areas and report to office/principal.
- Upon notice all designated staff will go to their assigned area of campus and search for the missing child. If the entire area is searched and the child is not located, notify the office/principal and report completion of search area.
- Within 15 minutes if child is not found, office will call police, parents and Student Services office.

Search Assignments:

Designated search staff will be contacted by the office and immediately search team members will initiate a search of their assigned areas. Principal or designee will coordinate a search team. Search team members will communicate immediately with principal and the office if student is found. If student is not located within 15 minutes, principal will notify the police. Principal or Office Manager will then notify District Office Student Services.

Follow-up:

1. Meet with the staff to debrief the circumstances and individual assignments, including the timeline of search
2. Principal notifies parents if not previously notified

#### **(N) Campus Security**

Westmont is enclosed with decorative, wrought iron and chain link fencing. Security cameras are located throughout campus. Gates are locked during instructional time with a single point of entry. Signs direct all visitors to check-in at the school office. The School Office door remains locked and a front door camera system with audio and video capability allows staff to monitor entrance after identifying the person and their business at the school. All visitors and volunteers register in the school offices using a registration management system that screens all visitors and volunteers against a national registry and provides a badge to identify adults on campus. Adults volunteering in Ocean View School District schools require clearance based on a tiered system before volunteering in schools in accordance with Board Policy 1240. The school has intercom and bell systems. All personnel receive training/direction on emergency procedures and all safety drills are documented. Valuable equipment is regularly inventoried and securely stored.

#### **(O) Grounds Safety**

The campus is inspected on a regular basis to ensure safety of facilities including fencing, signage, playground equipment, and buildings. Repairs are made in a timely manner. Adequate supervision is provided through the use of certificated and classified personnel. All facilities, including bathrooms, are kept clean and safe. Modernized lighting enhances safety on campus.

District Maintenance staff are trained yearly through Alliance Schools for Cooperative Insurance Programs in identifying areas of potential structural exposure of lead and other hazardous materials including asbestos containing materials. Custodians are trained to contain the suspected area and call District Maintenance for assistance.

#### **(P) A Safe and Orderly School Environment Conducive to Learning**

##### **Component:**

PEOPLE AND PROGRAMS

##### **Element:**

Westmont's learning environment will be improved by promoting: a) the observation of specific rules and procedures to facilitate an improved learning environment b) the active engagement in learning of all students through differentiated instruction and Authentic Literacy.

**Opportunity for Improvement:**

As a staff and school community, we will continue to monitor and evaluate our learning environment, making changes where necessary to enhance our system based on current school needs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Teachers, students and staff will work as a team to support student success. Students will be directly taught specific behaviors and expectations while on campus that lead to improved learning and increased student achievement.</p>	<ul style="list-style-type: none"> <li>• Principal will meet with individual classes to solicit feedback from students on their ideas for school rules, expectations and consequences.</li> <li>• Staff will review, revise or update the current PBIS plan with input from students and parents.</li> </ul> <p>* Students will be explicitly taught the school rules and expectations through classroom meetings and school wide assemblies and zone rotations.</p> <ul style="list-style-type: none"> <li>• Students will be rewarded daily, weekly and monthly with a variety of reinforcers to encourage behavior</li> </ul>	<p>PBIS Matrix, rewards, assemblies</p>	<p>PBIS Team, staff principal</p>	<p>Ongoing Westmont will use the 2025 OVSD Student Climate Survey to measure students' feeling of safety and connectedness. Westmont will also look at school attendance to monitor if there is a connection with connectedness to school.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Teachers will use effective instructional strategies, including Differentiated Instruction and Authentic Literacy for engaging all students, developing academic language, and increasing English Language Proficiency.</p>	<ul style="list-style-type: none"> <li>• Teachers will work collaboratively to address gaps in learning by reviewing i-Ready data, ST Math data and teacher assessments.</li> </ul> <p>Teachers will focus on small group instruction allowing differentiation for each student. SEL and academic vocabulary will continue to be addressed in each classroom with support from our school counseling intern, support staff and district administration.</p> <ul style="list-style-type: none"> <li>• Teachers will plan and implement strategies to meet the individual needs of students.</li> </ul> <p>Teachers will work collaboratively and review data to progress monitor effectiveness of their lessons. Reteaching will be done when a student is not meeting the</p>	<p>Classroom coaching, district trainings</p>	<p>Principal, Coaches, Teachers</p>	<p>Ongoing Teachers constantly monitor, support and mentor students to do their best work, become active engaged learners and take risks in their learning.</p>

**Component:**

PHYSICAL ENVIRONMENT

**Element:**

A safe and orderly environment will be cultivated and maintained.

**Opportunity for Improvement:**

As a staff and school community, we will continue to monitor and evaluate our PBIS and school safety systems including schoolwide disaster drills, making changes where necessary to ensure that our systems meet our current needs.

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>A safe and orderly physical environment will be maintained even during a crisis response situation.</p> <p>School Safety Plan</p>	<ul style="list-style-type: none"> <li>• Westmont will stage monthly drills to simulate a variety of disaster scenarios to prepare students and staff for potential emergency situations</li> <li>• Westmont staff will review its procedures in regards to a "lockdown" or "intruder" situation and will stage lockdown drills to improve communication and a calm reaction during any dangerous situation requiring a lockdown.</li> </ul> <p>Westmont will utilize the District Emergency Mass Notification System for communication use during an emergency</p>	<p>Westminster and/or Huntington Beach Police Dept.</p> <p>26 of 58</p>	<p>Principal, Staff</p>	<p>Improvement of drills</p> <p>2024-2025 6/16/26</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student Identification lanyards will be updated and maintained as an integral part of the emergency check out procedure.	Lanyards will be passed on from each grade level each year and parents asked to update the contact information cards at the beginning of the school year. Teachers will keep the lanyards in the Disaster supply backpack in their classrooms to distribute as needed.	lanyards	Principal, Staff	Use of lanyards during drills
The emergency bin is regularly updated and maintained for emergency supplies.	The school district has provided food and water for all students and staff. Westmont has added an extensive list of emergency items to support first aide, student reunification and search and rescue.	Emergency item list	Principal, Emergency preparedness team	Completely stocked Emergency Bin
Students will feel safe at school and have a connection to the staff.	Staff is currently reviewing our PBIS system to update/revise rules and consequences. Students, staff and parents will be consulted and feedback sought.	SocialWise counseling intern, all staff, principal, PBIS resources, SEL information	Principal, all staff	Increase in student response on OVSD Student Climate Survey

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(Q) School Discipline Rules and Consequences**

**Westmont Elementary School Student Conduct Code**

Westmont Pledge for School Success: We believe that teachers have a right to teach, and students have a right to learn. We emphasize high behavioral and academic expectations in order to ensure a learning climate which maximizes student outcome. We encourage parents to support us in our partnership for student success. Students are encouraged to follow the Westmont Way, being respectful, responsible and safe.

Student Behavior Expectation:

- To respect the rights and property of others.
- To learn to accept the consequences for their judgment and/or actions.
- To learn to follow all policies, procedures, and rules of the school and community.
- To develop their abilities and interests to the fullest potential.
- To treat others as you want to be treated.

### **Conduct Code Procedures**

The above mentioned attitudes and rules have been developed to insure the safety and welfare of all Westmont students. These rules apply before, during, and after school, as well as anywhere on campus or during any kind of school function.

We expect students to obey all adults responsible for their supervision. In addition to these general school rules, all classroom teachers set behavior standards within each classroom.

When students display inappropriate behavior, the following steps may be followed:

1. Teacher counsels student
2. Students receive consequences (i.e., timeout, assigned task)
3. Teacher contacts parent
4. Teacher has a conference with the parent
5. Student is referred to the principal
6. Restorative justice measures

~Reference: Board Policy 5144

### **(R) Hate Crime Reporting Procedures and Policies**

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

--Education Code Section 200

For purposes of this title and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply:

(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics.

--California Penal Code Section 422.55

A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Education Code 48900.3

Students are encouraged to notify school staff by submitting a verbal or written complaint when a hate crime as defined in Penal Code 422.55 has occurred. Any school employee who observes any incident of hate crime involving a student shall report the incident to an administrator. Reports of hate crime shall be investigated promptly and corrective action shall be taken when a complaint is verified.

--References: OVSD Board Policy 5144, 4119.11, 5145.7, 1312.3(a)

### **Opioid Prevention and Life-Saving Response Procedures**

For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid and fentanyl overdose.

Ocean View School District's primary goal in the fight against opioids and fentanyl use is prevention.

We will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
- How opioids and fentanyl affect the body's systems.
- Refusal strategies
- The signs and symptoms of use/abuse
- The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

#### FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine.

To address the problem, emergency medical personnel, health care professionals, school personnel, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.)

#### STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

Unconsciousness or inability to awaken.

Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.

Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

Call the person's name.

If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.

If the person responds, assess whether he or she can maintain responsiveness and breathing.

Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

#### STEP 2: CALL 911 FOR HELP

##### AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

#### STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected.

Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Ocean View School District uses intranasal spray (ie. Naloxone).

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl involved overdoses.

#### STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration.

Rescue breathing for adults involves the following steps:

Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).

Place one hand on the person's chin, tilt the head back, and pinch the nose closed.  
Place your mouth over the person's mouth to make a seal and give two slow breaths.  
Watch for the person's chest (but not the stomach) to rise.  
Follow up with one breath every 5 seconds.

#### STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

#### DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose, if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep the person warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

#### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

In the event of dangerous, violent or unlawful activities, school staff will respond using the protocol established in the school Comprehensive School Safety Plan for emergencies. This includes procedures for lockdown and shelter in place. Please see Emergencies sections of this document for details.

School administration and selected staff are trained on CPI, Crisis Prevention Institute methods for responding to students who are emotionally escalated and may be displaying behaviors that are dangerous to themselves and others.

Cameras are stationed throughout the campus. School administrators meet with IT annually to ensure the most effective use of the cameras to support school safety.

A law enforcement Liaison is assigned to each school site to answer questions and provide support to the school.

The Coordinator of Pupil Services will be contacted in the event of dangerous, violent or unlawful activities by students to determine appropriate response which could include: notifying law enforcement, suspension, AR, and/or expulsion.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Ocean View School District’s procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

### **Instructional Continuity Plan**

The Instructional Continuity Plan (ICP) is required in a Comprehensive School Safety Plan (CSSP) by California Senate Bill 153 to ensure students can access education during emergencies or natural disasters, according to the California Department of Education. This requirement was implemented to mitigate the negative impacts of lost learning time and support students' social-emotional and academic needs when in-person instruction is disrupted. The inclusion of an ICP is mandatory for LEAs to be considered in compliance with safety plan regulations and will be required for certain waiver requests starting in fiscal year 2026–27.

### **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 and adopted by Westmont Elementary School on June 15, 2025 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, Westmont Elementary 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

### 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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The district will use the school messaging system (e.g. robocalls, text messages, emails), and update the district website. The LEA will engage with pupils and families within 5 school days following an emergency through these various forms of communication:

- Conduct virtual or phone-based wellness checks
- Determine the technology needs of each student
- Distribute packets for students with limited internet access.
- Host virtual class meetings or individual check-ins via platforms on Zoom

Monitoring and Accountability Attendance and Engagement Tracking Regular follow-up with families of absent students

### Support for Special Needs

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

#### Counseling

OVSD will continue to implement its SEL program. In addition, OVSD implements Second Step and Character Strong as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, OVSD discusses the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

OVSD Crisis Response Team (CRT) which includes student support staff, social work and counseling interns, and mentoring support, will be involved in helping students and families access needed resources for social emotional and mental health. Their outreach will be through Google Classroom, phone calls, and deployment to locations where our families may be located during an emergency event. Members of our CRT have been trained in a mental health crisis intervention model, and are equipped to provide support following an acute traumatic event.

Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

## Access to Instruction

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Westmont Elementary 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, Westmont Elementary 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.

Remote instruction means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. OVSD's distance learning curriculum is in two formats: online platforms and curriculum that is printed. This is a hybrid of the work that teachers were already facilitating for students in the classroom and for independent study (online), and for those in institutions and without technology (printed). Our curriculum consists of a combination of adopted curriculum and supplemental materials curated by instructional coaches, teacher leaders, and/or administrators. The online platform we use to facilitate successful student engagement through remote learning is Google Classroom. Each teacher will have a Google Classroom where all assignments, classroom expectations, contact information, and schedules will be posted and accessible for all students and parents/guardians.

## 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.

#### Instruction

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. OVSD learning platforms were selected to align with our mission statement.

OVSD recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto CLEVER and all the information they need is within that platform.

OVSD may provide both “synchronous” (live teaching via Zoom) and “asynchronous” (virtual lessons and independent work) learning based on teacher created/curated courses. Art, garden, and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time in grades 3-8.

OVSD will continue to use course management systems, Google Classroom for 3rd - 8th grade, and copies of packets for K-2 students. OVSD's structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedule will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Orange County Department of Education's IT department support the school with integration of our Learning Management Systems (LMS), Google Classroom and Seesaw, and a variety of specific applications including Clever, iReady, Remind, Starfall, etc. Our School Information System (Aeries) may also be modified to help support any updates to the attendance model required by the CDE.

#### Assessment

Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment and define applicable, achievable goals that take students' unique circumstances into consideration.

## Access to Schoolwork

### Platforms and processes for accessing and submitting schoolwork.

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

The main platform utilities to facilitate accessing and submitting schoolwork will be Google Classroom. SDCOE School maintains a curriculum and instruction website with many units and lessons across content areas. SDCOE also has K-12 distance learning units that can be accessed virtually, and also can be printed and distributed in the case of connectivity issues. Additional online learning platforms include:

- iReady (ELA and Math)
- ST Math (K-5)
- English 3D (ELD)
- Mystery Science

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Westmont Elementary 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:

Students who are temporarily enrolled in another LEA will remain as a secondary enrollment with OVSD in order to facilitate timely reentry when the emergency event has passed and students are able to return. Students will be considered to have met residency criteria at the school of temporary enrollment when the enrollment is a result of an emergency closure.

## 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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The district will use the school messaging system (e.g. robocalls, text messages, emails), and update the district website. The LEA will engage with pupils and families within 5 school days following an emergency through these various forms of communication:

- Conduct virtual or phone-based wellness checks
- Determine the technology needs of each student
- Distribute packets for students with limited internet access.
- Host virtual class meetings or individual check-ins via platforms on Zoom

#### Monitoring and Accountability

- Attendance and Engagement Tracking
- Regular follow-up with families of absent students

## 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.

Every enrolled student at OVSD is provided access to a Chromebook that they take home daily. Families who have internet connectivity issues are pro-actively provided with hotspots upon enrollment. We maintain a stock of devices and hotspots in the case that technology is damaged or destroyed. We provide support throughout the school year so that students and families are comfortable with digital learning. In the case of an emergency closure, OVSD will hold a distribution event at a safe and accessible location to ensure that any student who does not have access to their Chromebook or internet connectivity receives their assigned device, or a loaner, and a hotspot if needed. In certain cases, delivery of the device may be arranged.

OVSD regularly offers short-term independent study contracts and has independent study/home learning plans already prepared.

The independent study written agreements will be provided to families upon enrollment to facilitate understanding and agreement to the modality prior to an emergency event. Orange County Department of Education (OCDE) and other neighboring school Districts also offers an alternative enrollment in a long-term Independent Study program, where the student has access to an independent study teacher who meets with the student for live interaction at a location that is safe and accessible for the student and teacher.

### *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.

OVSD's curricular offerings as well as our supportive MTSS structure will allow us to address the needs of our students. Similar to in-person learning, teachers use a variety of formative and summative assessments to monitor student progress, identify learning gaps, guide their instruction and assign students to academic support. In addition, there is progress monitoring in both academics as well as social emotional learning that can trigger an MTSS intervention process, which seeks to identify students in need of more intensive assistance. Through a review of the engagement document, as well as the online learning platforms, teachers and Crisis Response Team staff will be able to identify students in need of more assistance and strategize their involvement. The MTSS structure utilizes data, and most importantly a connected adult to reach out to the student, and ascertain the needs and resources that can be provided to ensure that learning is taking place and the student's needs are met. This may include tutoring, check-ins, or enrollment into the long-term Independent Study program.

### **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.

Upon enrollment at OVSD, we proactively assess for the student and families access to internet connectivity, and provide hotpots as appropriate. OVSD will ensure that we have a continuum of educational options to the extent possible, to meet the needs of the diversity of learners, and their ability to access resources during the emergency. Our Special Education team, and Homeless Liaison will conduct targeted outreach to students with disabilities, and students identified as homeless to gauge and meet the needs. This outreach may include personalized visits to the location of the student. Our Homeless Liaison will use the National Center for Homeless Education McKinney-Vento Toolbox to guide their efforts to supporting the needs of our homeless youth in the time of an emergency

OVSD foster and homeless liaisons will communicate with students designated as homeless foster youth and school staff will offer support and referrals to assist removal of barriers and access to Distance Learning. In addition to being provided with access to the internet and Chromebooks, where appropriate, OVSD is working with families to eliminate any barriers that inhibit their ability to participate in school.

## *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

During an emergency closure, every effort will be made to maintain the level of service outlined in the student's IEP related to emergency conditions. SB 98, Section 66, amended Section 56345 of the Education Code (EC) to require that IEPs include a description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP (e.g., annual IEP), and must take public health orders into account. When possible, daily virtual contact with credentialed teachers will be offered to address core content areas. Counseling services, Occupational Therapy, Adaptive Physical Education, Speech and Language Services, etc. will be provided through a combination of live instruction and asynchronous instruction. IEP meetings will be conducted on a virtual platform and coordinated between the student's home district, parents/guardians, and outside service providers. (Translation services will be provided when needed)

## *English Learners (EL)*

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

The LEA will ensure instructional continuity for EL students through a coherent set of practices and pathways to support skills, language(s), literacy, and knowledge needed to meet their needs based on the CA EL Roadmap. Additionally, the LEA will be responsive to different EL students' strengths, needs and identities, and supports the socio-emotional health and development of English learners. English Learners will continue to have dedicated Designated ELD time built into their learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD. English Learners will be part of small group instruction and will have access to additional teacher and/or para-educator support.

## **Professional Learning**

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

Ongoing professional learning provides students with equitable access to teachers who know how to effectively use digital tools that support the online curriculum and instructional materials that address student's academic needs. Teachers play an important role in removing barriers to learning by incorporating a range of digital tools that maximize student learning. Teachers use these resources to allow students to fully participate in learning activities and rigorous academic content with support (e.g., short videos, images, digital productivity tools), if needed. During the online learning period due to the COVID-19 pandemic, our instructional staff asked for a plethora of online professional learning in order to make their classes more welcoming and responsive to the students' needs. The courses included the basics of online teaching and learning as well as in-depth pedagogical differences in online learning. Basic courses in Zoom, Google classroom, online scheduling, and communicating were offered and attended by all. Our teachers and support staff were also given a series of training specializing in synchronous/asynchronous learning and parental engagement and support

## **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.

Our students' mental health and social emotional well-being are critically important always and especially in the aftermath of an emergency event. Our concerns for our students have prompted us as a system to ensure we have supportive personnel, services and referrals as needed to address the needs of our students, families and even employees as necessary. All staff are trained in trauma-sensitive schools, restorative practices and Positive Behavioral Interventions and Support (PBIS). Internal/external mental health providers have identified appropriate curriculum and therapeutic tools to ensure students' mental health needs are met.

Mental health providers also established a plan for participation in professional learning on social and emotional topics such as grief/loss, motivation, coping skills, suicide risk, anxiety/depression, and trauma-sensitive schools. During an emergency event, our providers will engage in ongoing communication and check-ins with students and families through phone calls, emails, surveys, and online meetings. Our bilingual staff will provide communication to those who speak languages other than English. School counselors will also provide individual student check-ins and small group online sessions to address social and emotional well-being as available during the emergency closure. Additionally, instructional coaches have developed distance learning lessons with social and emotional learning embedded in all core curriculum.

#### Whole School Safety and Prevention Plan

1. System to connect with students and families to promote attendance.
2. OVSD will implement culturally responsive and trauma informed strategies to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

#### Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

#### Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. District and Site Administrators will promote mindfulness techniques and staff social supports.
4. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).
5. Promote the use of staff support groups to enhance staff cohesion and coping

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

OVSD schools will follow information and attend briefings by the Orange County Department of Emergency Services to ensure that we can refer our students and families to emergency shelters, community services, and local assistance centers that offer these supports. OVSD will organize or assist in distribution events at a safe and accessible location to provide basic need resources in conjunction with Community Based Organizations who we have preexisting relationships with.

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.

In the case of an emergency closure, we will work closely with our expanded learning partners to ensure access to programs as soon as it is safe to do so. During the online learning period due to the COVID-19 pandemic, our School worked with local non-profit organizations to operate regional meal distribution centers that provided pick-up and delivery services. We will utilize this model to

coordinate food services for our students.

### Site-Based Collaboration

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

The LEA will regularly review and update the plan based on feedback and lessons learned.

OVSD will make the following efforts to solicit stakeholder feedback:

1. Families: principal chats, and surveys.
2. Staff: weekly meetings, emails, texts, and surveys

OVSD will provide participation in public meeting and public hearings in the following ways:

1. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan. (SB98)
2. OVSD presented the Learning Continuity Plan to the parent advisory committee, which is the School Site Council.
3. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.
4. The Governing Board adopted the Learning Continuity Plan in a public meeting, it was integrated into the Comprehensive School Safety Plan.

### Return to Site-Based Learning

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

Full in-person instruction will be prioritized when it has been determined safe to do so. OVSD will rely on guidance from the Orange County Office of Emergency Services, information obtained from damage assessments, and the monitoring of elements such as road conditions, availability of power and internet capability, food service, weather conditions, and air quality to determine the safety of our sites for a return to in-person instruction.

At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once OVSD is able to meet the multiple conditions of reopening.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted Power and utilities functioning
- Healthy air quality
- Access to safe, clean water and restroom facilities
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staffing levels
- Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

## **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Westmont Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Westmont Elementary 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:

The ICP will be reviewed and updated in accordance with the provisions of California Education Code Sections 32280–32289.5. The law requires the CSSP to be updated and adopted by March 1 each year.

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

School Principal or Administrative Designee, School Office Manager, or School Clerk shall notify Ocean View School District Superintendent's Office when any individual appears at a school site for the stated or presumed purpose of conducting immigration enforcement related activities.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Following confirmation of Immigration Enforcement officers or personnel on site, the school or District will notify students, parents, caretakers, and staff of the visit within 24 hours.

### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the school site.

### Privacy Constraint

The notification shall not include any personally identifiable information.

The notification shall not include any personally identifiable information.

### Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The notification shall specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or Parent Portal.

### Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed but at least once a year.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

Procedures for Immigration Enforcement Notification Plan is incorporated into each school's Comprehensive School Safety Plan which is available for viewing upon request in the administration office of each school site.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures for compliance with the Immigration Enforcement Notification Plan is incorporated into each school's Comprehensive School Safety Plan required components checklist.

## Procedures Regarding Pupil Smartphone Use During Emergencies

### NOTES ABOUT THIS SECTION

The inclusion of this section in the Comprehensive School Safety Plan (CSSP) is required by Assembly Bill 962 (AB 962) if the school intends to maintain the authority to prohibit or limit a pupil's use of a smartphone during an emergency or perceived threat of danger. If these circumstances are not explicitly addressed here, pupils retain the right to use their smartphones during such events.

The governing board of the school district, county board of education, or charter school must develop and adopt a policy to limit or prohibit pupil smartphone use no later than July 1, 2026, and update it every five years. The policy's goal must be to promote evidence-based use of smartphone practices to support pupil learning and well-being, and its development must involve significant stakeholder participation (pupils, parents, and educators)

In accordance with Education Code 48901.5, 48901.7, a student shall not be prohibited from possessing or using a mobile communication device in the case of an emergency, or in response to a perceived threat of danger.

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Ocean View School District's Board Policies are frequently reviewed and revised to ensure alignment with the latest state and federal legislation. As necessary, new policies are developed, and/or existing ones are adjusted in order to reflect updated processes and procedures or modifications to related Board policies as needed.

In September 2024, the Governor approved AB 3216 which requires Districts to adopt Board Policy to limit cell phone use at school (EC 48901.7). Following consultation with parent and staff groups, Ocean View School District provided draft language of new Board Policy number and title is 5131.8: Personal Mobile Communication Devices to the community during Board of Trustees meetings in November, 2024 - January, 2025, when it was finally adopted.

Board Policy 5131.8 addresses the District's legal obligation to limit cell phone use at school while providing limited exceptions as required by law, and ensures that Board Policy also addresses enforcement of school rules in accordance with Ed. Code 48900-48925.

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Mobile communication devices, such as smartphones, smart glasses, gaming devices, wired and/or wireless headphones, or other mobile communication devices shall be put away and not used once a student enters campus and kept away and not in use until a student leaves campus. Smart watches may be worn on campus only in airplane mode and must be put away if they become a distraction to learning. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

- In the case of an emergency, or in response to a perceived threat of danger.
- When an administrator grants permission to the student to possess or use a mobile communication device (including in designated areas), subject to any reasonable limitation imposed by that administrator.
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.

- When the possession or use is required by the student's Individualized Education Program (IEP) or 504 plan.

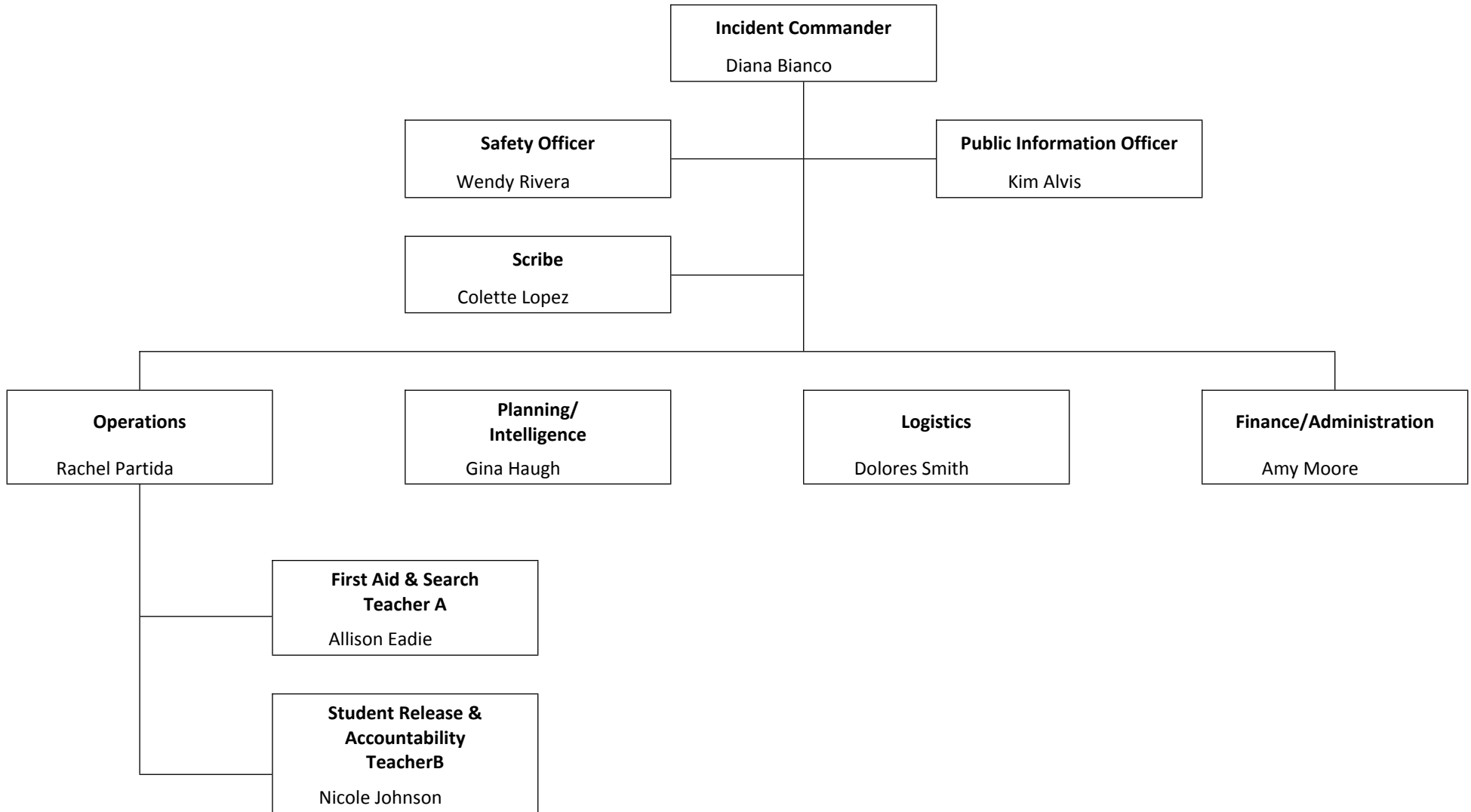
## **Safety Plan Review, Evaluation and Amendment Procedures**

After review of school data, the Safety Plan is reviewed and updated yearly and discussed in a public meeting. The Safe School Plan is then adopted by the School Site Council and forwarded to the Ocean View School District Board of Trustees for approval.

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
2024-2025 School Safety Plan reviewed and adopted by School Site Council	September 16, 2025	Agenda and Minutes
Staff trained on School Safety Plan	August 25, 2025	All staff meeting in MPR
Board Approved	December 9, 2025	Board of Trustees Meeting, 17200 Pinehurst Lane, Huntington Beach, CA: Building A (Board Room)

**Westmont Elementary School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Types of Emergencies & Specific Procedures**

### **Airplane Crash**

IF GIVEN A WARNING, HAVE INDIVIDUALS GO UNDER THEIR DESKS, COVER THEIR HEADS, AND WAIT FOR AN 'ALL CLEAR' SIGNAL. Do not evacuate or run in the direction that the smoke is traveling. The smoke could be toxic.

Treat the crash just like you would a fire situation.

Be aware of additional explosions that could occur after the crash.

Maintain control over all individuals for which you are responsible. Remain calm.

Evacuate to a safe location, and make appropriate notifications about the safety of everyone with you and the condition of your location.

If the winds change, you may have to relocate away from the smoke.

MAKE EVERY ATTEMPT TO PROTECT INDIVIDUALS FROM EXPOSURE TO THE CRASH SITE

### **Bee Stings**

#### **INFORMATION ON BEES**

Africanized honeybees like to colonize in utility boxes, burrows, sheds, vacant buildings, trash cans, playground equipment, walls, hollow trees, etc.

Recognizing a possible nest:

Bees hovering or flying in and out of an area or particular location.

Humming sound inside the location.

Do not disturb a nest; do not throw rocks or objects at the nest.

If they are not attacking, slowly and quietly move away from nest and notify the designated authority.

One sting from an Africanized honeybee is no different than a regular bee sting. It is the multiple stings that can be dangerous, especially if you are allergic to stings.

Colonies of bees will not swarm and hunt you down. They are coming to the defense of their colony. Africanized honeybees are much more likely to sting with little or no provocation.

Africanized honeybees attack in greater numbers, and attack people and animals within a range of ¼ mile from their hives.

Once disturbed, colonies may be agitated for 24 hours.

Sometimes machinery such as mowers, trimmers, or chain saws can aggravate the colony.

#### **WHAT TO DO IF ATTACKED**

Run away quickly using a direct route to a shelter, classroom, building, or car.

You may have to run up to ½ mile.

Bees like to target head and eye areas. Cover your head as much as possible. Cover your head with anything; use your clothing if you have to. Stings to the body are less dangerous than to the head area.

Do not jump in water. The bees will wait for you to surface and then attack.

Run to shelter. Close all doors and windows. Don't worry if a few of the bees get inside with you.

Don't flap your arms or attempt to swat the bees -- just get away.

If there is no shelter, run through tall brush. You may be able to confuse them.

#### **MEDICAL TREATMENT**

CALL 911 IMMEDIATELY

DO NOT USE TWEEZERS OR YOUR FINGERS TO PULL OUT OR REMOVE STINGERS. THIS WILL ONLY RELEASE MORE TOXINS.

SCRAPE STINGERS SIDWAYS FROM SKIN USING A PLASTIC CARD, BLUNT INSTRUMENT, OR EVEN A DULL KNIFE.

SEEK MEDICAL TREATMENT IMMEDIATELY.

### **Person with Weapon**

#### **ACTIVE SHOOTER**

Active shooters are very unpredictable and create chaos and panic at the location. This makes it difficult to establish one specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions. Any action that you take must be your own decision.

If confronted, do not aggravate the suspect. Remain calm and understanding. Create time and distance.

Based upon the information at hand, decide if it is safer to evacuate or lockdown.

If teachers hear "LOCKDOWN," they should immediately lock the classroom doors.

For LOCKDOWN, please see LOCKDOWN PROCEDURE.

## EVACUATION CONSIDERATIONS

Evacuate away from the location of the shooter.

Stay close to walls and avoid open areas.

Run in a zigzag pattern if there is an active shooter. This will make you less of a target.

Do not worry about personal belongings.

Wear your tag or identification in plain sight so law enforcement will know you belong at the location.

Seek the safest shelter and make proper notifications.

Control individuals in your care.

## LAW ENFORCEMENT INFORMATION

Law enforcement's primary goal is to identify and stop the threat, while protecting life and preventing injury.

Law enforcement will be moving quickly and with weapons drawn.

Law enforcement will not have immediate ability to make rescues or administer first aid.

Law enforcement will make proper notifications about injured individuals.

Always keep your hands above your head and visible to law enforcement.

Listen carefully to their instructions and follow them.

Law enforcement may have to utilize loud devices or smoke diversion while clearing the location.

## **Biological**

Any suspicious package or substance you think is biological in nature, do the following:

If unopened, do not touch, handle, or allow other staff or individuals to handle.

Evacuate and isolate the area or room in which the suspected substance or package is located.

Call 911 or the designated authority. They should notify the FBI or county health department.

Mark the room or area, "DO NOT ENTER."

Contain and isolate any individuals who may have been contaminated.

Wash hands with soap and warm water.

If the opened substance has been exposed, wet any potentially contaminated area or clothing lightly, remove clothing and triple bag. (First responders will usually do this, wearing protective gloves.)

## **Bomb Threat**

### BOMB THREAT INFORMATION BOMB THREAT CONSIDERATIONS

If you have a written threat, DO NOT HANDLE the note. Use gloves to make a copy of the note and protect the original.

The person receiving a verbal threat should obtain the following information:

Time of call:  
Time call ended:  
Type of threat:  
Time bomb is set to go off:  
Location of package:  
Description of device:  
What will cause it to explode?  
What/Who is the intended target?

Keep the caller on the phone and get as much information as possible.

Take notes, exact words.

Listen to caller's voice, i.e. male, female, old, calm, hysterical, accent, etc.

Listen for background noises. ? Immediately notify designated administrator of any threats or suspicious packages.

Prohibit any and all radio frequency transmissions and use of cell phones, pagers, etc.

Immediately advise all individuals and staff not to touch, move, or disarm any object or item.

Alert other staff and personnel and evacuate any suspected area.

Instruct occupants to secure valuables and take personal property.

Leave all electrical switches, doors, and windows unchanged.

Police will be notified and conduct searches, if necessary.

Keep everyone calm and orderly.

### **Hostage Situation**

DO NOT TRY TO DISARM AN ARMED INDIVIDUAL.

Dial 911 and notify security or the designated authority of the situation.

If you cannot talk, dial 911 and leave the phone off the hook.

Follow instructions for lockdown or evacuation, depending upon the situation.

AVOID any confrontations with the individual; do not be aggressive or use aggressive body language.

Be a good listener until the proper authorities arrive to handle the situation.

Take mental notes of what the suspect(s) is/are wearing, any weapons you see, and what the suspect(s) is/are saying. This information will be valuable later.

If inside your room, try to turn on your intercom or communication system.

Use code words or send written messages alerting the proper authorities.

### **Severe Weather/Windstorms**

FOLLOW INSTRUCTIONS FOR EVACUATION OR SHELTER IN PLACE AS ISSUED BY THE DESIGNATED AUTHORITY

Stay calm and account for individuals in your care.

Remember that when making decisions, the protection of life is paramount.

Have everyone move away from any glassed areas.

If outdoors, stop all activities and seek shelter.

If weather becomes severe enough, assume Duck and Cover drill.

If possible, use rooms that are located in the center of buildings and on the ground floors.

It is best to seek shelter in rooms without windows. Use center hallways, if necessary.

If possible, do not seek shelter in structures with large, open roof spans.

Evacuate all rooms that are vulnerable to severe weather.

Beware of wet electrical lines, broken gas lines, and contaminated food and water.

KEEP RADIOS ON FOR CONSTANT UPDATES

## **Earthquake**

### CONSIDERATIONS

DO NOT PANIC

STAY CALM

INITIATE DUCK AND COVER DRILL

If you are safe where you are, then stay there. More injuries occur when trying to move.

Most injuries occur from falling debris and electrical wires.

Do not light any matches or turn on any switches. There may be gas leaks.

INSIDE LOCATION

Do not use elevators.

Get under a desk, table, or bench.

If there is no cover, stand against a wall, in a corner or hallway, and away from windows or other glass.

If you are under moving furniture, it may be safer to hold on and move with it.

OUTSIDE LOCATION

Find an open space and stay low.

Move away from any structures, debris, or utility lines.

Do not enter any structures or buildings looking for safety.

Be aware of panicked crowds that can stampede and cause more injury.

EVACUATION

Use your designated evacuation route unless it is unsafe or blocked.

When evacuating, be aware of any possible chemical, gas, or electrical hazards.

Once evacuated, do not re-enter any structure until it has been declared safe.

## **Hazardous Material**

REMEMBER MANY CHEMICALS REACT DIFFERENTLY WHEN MIXED WITH OTHER SUBSTANCES. NOT ALL CHEMICALS CAN BE MIXED WITH WATER WHEN TREATING VICTIMS.

EVACUATION FROM STRUCTURE

Evacuate everyone to a safe area.

Evacuate uphill, upstream, or upwind of the hazardous material.

Do not allow anyone to touch or step in any of the hazardous material.

Do not let anyone eat or drink anything. It may be contaminated.

If possible and without endangering anyone, notify any other individuals of the danger.

Isolate any individuals who may have become contaminated.

Do not try to rescue anyone. Leave that for the trained responders who have the proper equipment.

Dial 911.

SHELTER IN PLACE

Keep everyone inside the location unless instructed to evacuate.

Close windows, shut off vents, turn off fans; seal gaps under doorways and windows with wet towels and duct tape if possible.

Make sure all ventilation systems are shut down to stop circulation of air.

Monitor individuals for any sign of medical distress and report immediately to medical or first aid personnel.

Dial 911.

## **Fire**

REMEMBER THE STOP, DROP, AND ROLL DRILL

Immediate danger is from smoke inhalation.

Be aware that the fire can cut off prearranged evacuation routes.

Feel doors for any heat before opening.

When trapped in a room, if safe, escape out the windows.

Use wet towels or clothes to block smoke under doorways and air vents.

If evacuating in smoke, stay low and crawl as you move.

If possible and ONLY IF SAFE, close the doors to rooms and hallways. This will help prevent the air flow of smoke.

## **Lockdown Procedure**

### **LOCKDOWN PROCEDURE:**

When teachers hear "Lockdown," they should immediately go to the door, instruct all students in close vicinity outside the room to come into the room, and lock the classroom doors. Teachers may block out their windows to avoid eye contact with an outside person.

Do not open the classroom doors for anyone or for any reason.

Remain as far away from windows and doors as possible.

Turn off lights and instruct students to stay under their desks.

Teachers should email or call the office with the names and anticipated locations of students not in their classroom.

If you are outdoors with a class in a lockdown situation, drop to the ground and stay still.

If there is gunfire and you are exposed, run with your students away from the gunfire to the nearest area that may provide cover.

If you are with a class and cannot identify the source or area of the threat, remain where you are – staying close to the ground.

After establishing that the threat is not near your group, move your students to the nearest cover.

Administrators will collect students and staff in a safety sweep.

Please instruct students who are out of your classroom when the lockdown occurs that the classroom will not be opened for them.

If the students are outside of your classroom, but indoors in another area (i.e. in the bathroom, lunch room, etc.), they should remain in that location as long as they are not exposed to the lockdown threat.

If students are exposed to the threat while outside of the classroom, they should run away from the threat.

If they can identify the source of the threat and it is away from their location, students should move quickly to the nearest cover to be collected by an administrator in a safety sweep.

After all classrooms and other locations have been cleared by a law enforcement officer, a general public address announcement will be read. It will say: "The campus has now returned to 'all clear' status. Thank you."

## **Tsunami**

2 types of tsunamis:

Local Tsunami

Caused by a near shore undersea earthquake.

Preceded by an earthquake or the ocean may recede.

Comes with little or no official warning.

Pacific Wide Tsunami

Generated by a distant earthquake (that may or may not be felt).

Will most likely be preceded by warning from the West Coast/Alaska Tsunami Warning Center (WC/ATWC).

### **Tsunami Notification Definitions & Action Required**

Tsunami Advisory – though no threat exists, there is evidence that a tsunami is making its way across the Pacific.

Tsunami Watch – an earthquake may have created a tsunami and the WC/ATWC is advising coastal communities to stand by for further information.

Tsunami Warning – either a tsunami has been generated or conditions are serious enough to require action by coastal communities. The tsunami message will include earthquake magnitude, originating location, and arrival times of waves. (NOTE: It does not include wave height.)

### **PLAN A – LOCAL TSUNAMI – Little or No Warning**

When a strong earthquake is felt (strong enough to knock you off your feet), a tsunami may have been generated that can strike the coast in less than 10 minutes.

Immediately evacuate the following sites to higher ground and then proceed to Golden West College:

Golden View  
Marine View  
Hope View  
Mesa View  
Harbour View  
Ocean View School District Office

If no tsunami has arrived in 20 minutes, the City of Huntington Beach will issue an “all clear”.

#### PLAN B – PACIFIC WIDE TSUNAMI – Warning

If a Tsunami Warning has been issued:

The City of Huntington Beach EOC will confirm the Tsunami Warning; if it is confirmed then:

The City of Huntington Beach will initiate its Emergency Operational Plan, and Ocean View School District will be ordered to evacuate the following impacted sites to Golden West College:

Golden View  
Marine View  
Hope View  
Mesa View  
Harbour View  
Ocean View School District Office

School sites will send out an emergency message through Blackboard Connect to parents, notifying them of the situation and directing them to Golden West College at 15744 Goldenwest Street where they can meet their children.

Transportation will be notified and will begin emergency evacuation of the impacted sites to Golden West College.

Because so many of our students at other sites live in the impacted area, the other school sites will go into lockdown until the threat is over. At that time, students may be released through emergency release procedures.

Evacuation routes have been set up by the City of Huntington Beach.

#### UPON ARRIVAL AT GOLDEN WEST COLLEGE

Staff and students will be directed to the location where they will set up their student supervision area.

OVSD staff will be responsible for the care, well-being, and subsequent release of their students.

Follow normal Student Supervision Team functions and Student Release Team functions.

A Site EOC will be set up at the Student Evacuation area to coordinate efforts of the Student Supervision, Student Release Teams, and the Joint Response Team.

District Incident Commander will report to the Golden West College EOC for the Joint Operations Team. Runners will report back to the established Site EOC at the Student Supervision area.

Student Release process will begin upon the authorization of the Huntington Beach EOC.

#### Site-Specific Contacts & Utility Shutoff Information

\*\*See attachment\*\*

#### Evacuation

Evacuation of the building or work area may be necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency responders or site command personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit, and report to the designated assembly area for your site.

Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.

Assist handicapped persons and anyone with manageable injuries.

DO NOT attempt to move a severely injured person. Report their location to site command personnel.

DO NOT run, use elevators, or close doors behind you.

DO NOT smoke, light matches, or activate any equipment or electrical switches.

STAY AWAY from any structures, debris, or utility lines.

Designated personnel will take roll sheets with them and take roll in the assembly area.

Designated personnel will take the first aid kits and deliver them to the command group area.  
Report attendance and injuries to site command personnel.  
Assemble with your division/unit/classroom in the designated area, and remain there until instructed.  
DO NOT attempt to re-enter the building until it has been officially declared safe.  
DO NOT leave the site unless instructed to do so.

Before evacuation, assess the situation to determine whether the danger is outside or inside and decide whether to evacuate. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

## **First Aid**

### **CHOKING**

Do not interfere with a choking victim who can speak, cough, or breathe. However, if the choking continues without lessening, seek medical help. If the victim cannot speak, cough, or breathe, immediately have someone call 911 while you take the following actions:

For a conscious victim:

Stand just behind and to the side of the victim, who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give 4 sharp blows between the shoulder blades. If unsuccessful:

Stand behind the victim, who can be standing or sitting. Wrap your arms around their middle just above the navel. Clasp your hands together in a doubled fist and press in and up in quick thrusts. Repeat several times. If still unsuccessful, repeat both procedures again until victim is no longer choking or becomes unconscious.

For an unconscious victim:

Place the victim on the floor or ground and give rescue breathing. If the victim does not start breathing and it appears that your air is not going into the victim's lungs:

Roll the victim onto their side, facing you, with the victim's chest against your knee and give 4 sharp blows between the shoulder blades. If the victim still does not start breathing:

Roll the victim onto their back and give one or more manual thrusts. To give the thrusts, place one of your hands on top of the other with the heel of the bottom hand in the middle of the abdomen, slightly above the navel and below the rib cage. Press the victim's abdomen with a quick upward thrust. Do not press to either side. Repeat 4 times if needed.

Clear the airway: Hold the victim's mouth open with one hand using your thumb to depress the tongue. Make a hook with the pointer finger of your other hand, and in a gentle sweeping motion, reach into the victim's throat and feel for a swallowed foreign object which may be blocking the air passage. Repeat above procedures until successful.

### **HEART ATTACK**

If the victim is experiencing any of the following sensations, take no chances, call 911 at once:

Squeezing pains or tightness in the chest.

Pain that radiates from the chest into the arm, neck, jaw, shoulder, back, or abdomen.

Sweating and weakness; nausea or vomiting.

Sudden shortness of breath.

Assist the victim to locate and take nitroglycerin, if he/she has it. If breathing stops or the victim is unconscious, give rescue breathing until help arrives or breathing resumes.

### **SEIZURE**

A person's limbs jerk violently, eyes may roll upward, and breathing may become heavy with dribbling or frothing at the mouth. Breathing may stop. The victim may bite their tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth.

If the victim is known to have occasional seizures, you do not have to call 911. He or she will usually recover from a seizure in a few minutes. However, call 911 if:

The seizure lasts more than 5 minutes;

The person has multiple seizures;

The person appears to be injured

The person is pregnant.

The person is a diabetic.

The seizure follows a quick rise in the victim's temperature.  
The victim fails to regain consciousness.

During the seizure:

Call for assistance.

Let the seizure run its course.

Help the victim to lie down flat and keep from falling.

Clear the area of obstacles.

Loosen any restrictive clothing.

Use no force and do not try to restrain the victim.

Do not place anything between the person's teeth. People having seizures rarely bite their tongues or cheeks with enough force to cause significant bleeding.

After the seizure:

If the victim is not breathing, give rescue breathing.

Check to see if victim is wearing a Medic Alert Bracelet. If so, follow its emergency instructions.

Check to see if the victim has any burns around the mouth – an indication of poison ingestion.

Stay with the victim, who may be conscious but confused and not talkative. Be reassuring and comforting. Keep bystanders away as the victim may be embarrassed and self-conscious. The victim will be tired and want to rest.

Do not give pills, food, or beverage until the victim is fully alert.

Stay with the victim until they are fully conscious and aware of the surroundings.

#### POISONING (INCLUDING SNAKE & SPIDER BITES)

If there is reason to believe a victim has been poisoned or has been bitten by a poisonous snake or spider:

Call the Poison Control Center: 1-800-876-4766.

Do not give the victim anything by mouth unless instructed to do so by the Poison Control Center.

If the victim is vomiting, roll the victim on the left side to prevent choking on what is brought up.

If the victim is unconscious, make sure he/she is breathing. If not, tilt the head back and perform rescue breathing. Do not attempt to stimulate the victim. Call 911 immediately.

For poison in the eye or on the skin, drench and wash the area with large amounts of water until help arrives.

A bite from a poisonous snake or spider may produce swelling, pain, paralysis, difficulty breathing, nausea, slurred speech, and other symptoms. Keep the victim quiet and warm. Remove restrictive clothing and jewelry. Call 911 immediately.

Attempt to identify the poisonous item. If transportation to a medical facility is necessary, take the suspected item and container with you.

#### BURNS

Minor burn caused by fire or heat, covering only a small area of the body. Immerse burn area in cold water for 20-30 minutes to relieve swelling and pain. Do not cover the burn with grease of any kind; grease continues the burning process.

Serious or extensive burn caused by fire or heat requires prompt professional care. Wrap the victim in a clean sheet or towel that has been moistened at a warm temperature. Do not attempt to clean the burns or remove the clothing or other particles attached to the burned area. Keep the victim lying down, calm and reassured. Call 911.

Chemical burn. Wash with large amounts of cool running water – a cool shower, if possible. Remove all chemical soaked clothing immediately. Avoid contact with the soaked clothing. Continue water flushing for at least 10 minutes. Wrap the victim in a clean sheet; keep victim calm and reassured until emergency help arrives. Call 911.

#### BLEEDING

Apply direct pressure over the site of the wound using a gauze pad, sanitary napkin, clean handkerchief, even your bare hand, if necessary.

Apply firm, steady direct pressure for 5-15 minutes. If bleeding is from a foot, leg, or arm, use gravity to help slow the flow of blood by elevating the limb so that it is higher than the victim's heart.

If there are symptoms of internal bleeding (coughing or vomiting of blood or "coffee ground" materials), have the victim lie flat and breathe deeply. Do not let the victim take any medication or fluid by mouth until seen by a doctor who permits it.

Bleeding from the ear usually means there is a skull fracture. Always suspect a neck injury when there is a serious head injury.

Immobilize the head and neck until help arrives.

Do not attempt to clean the wound. Do not give victim alcohol or other drugs.

Obtain medical assistance. Call 911 if bleeding does not stop, wound is deep, or you suspect a neck injury.

#### BROKEN BONES

Do not move the victim unless he/she is in immediate danger of further injury.

Check for breathing. If necessary, give rescue breathing.

If there is bleeding, apply direct pressure over the site.

If a broken bone is sticking out of the skin, do not attempt to push it back in place. Apply a moist dressing to prevent drying.

Do not try to straighten out a fracture.

Splint an unstable fracture by carefully placing a folded newspaper, piece of clothing, or towel alongside the limb and tie it in place with a piece of cloth.

Do not permit the victim to walk around.

Call 911.

#### ELECTRICAL SHOCK

Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off.

Shut off the power at the plug, circuit breaker, or fuse box. If the victim is in contact with a wire where the power cannot be shut off, use a dry stick or broom handle to remove it.

Check for breathing. If the victim's breathing is weak or has stopped, give rescue breathing immediately.

Call 911 and while you wait for help to arrive, keep the victim warm.