



Oasis Charter Public School
A small school for kids with BIG ideas.
1135 Westridge Parkway Salinas, CA 93907
(831) 424-9003 F: (831) 424-9005
www.oasischarterschool.org



Comprehensive School Safety Plan

Article 5. School Safety Plans [32280 - 32289.5]



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Child Abuse Reporting Procedures

Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services (CPS). Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse must be reported immediately by phone to CPS. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the appropriate agency.

All employees who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reporter training provided by the School within six weeks of the employee’s hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion.



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Use of School Facility By a Public Agency During Disasters

As Oasis Public Charter School is a small charter and we are not on a district's property, we are not required to share our facilities with public agencies in a disaster.

Adaptations of Routines and Emergency Disaster Procedures for Students with Disabilities

Disability adaptations are embedded in each of the Big 5 Safety Protocols.

Disaster Procedures

Shelter In Place Protocols

(Environmental Hazard: Air Quality, Hazmat, Animal, etc.)

Low Protocol: Air Quality, Animal, etc.

Before

Admin:

- Know how to shut down HVAC
- Gather supplies: rags, water, duct tape, N95+ respirator masks
- Know how to seal off doors using duct tape
- Have emergency supplies: water, snacks, toilets, sanitary products
- **Disability Protocol:** any students with a physical disability, will be given access to a wheelchair in the event of an emergency evacuation

During

Admin:

- Announce “Shelter In Place. This is NOT a drill!” over walkie talkies. Inform staff reason for directive
- Confirm with all classrooms that students are accounted for
- Alert staff of any missing students
- Begin search for missing students
- Inform parents via ParentSquare
- School day continues as normal
- Post security staff member at the following locations:
 - Upper Building - back door by bathroom
 - Lower Building - door by bathrooms and playground doors
- Determine if it is safe to for classes to move between buildings and alert staff

Staff:

- Scan outdoor areas and bring any students inside the building
- Close and lock all doors to the outside
- Teachers immediately take a headcount. Admin will call to verify
- Alert admin if you have a student in your room who is not on your roster
- Learning continues as normal

- Students and staff **DO NOT** move between buildings unless approved by admin
- **Disability Protocol:** students should not be impacted

After

Staff:

- Wait for “All Clear” announcement from Administration
- Have students prepare to be dismissed
- If school is still in session, we will dismiss students using normal procedures and Life After School (LAS) continues as normal.
- If dismissal is happening after school hours in the dark, students will remain in the Leopard Shark Den (LSD) and will be escorted out by staff directly to car as parents arrive
- Check emergency supplies and send out a message on ParentSquare requesting replacements

Admin:

- Notify parents that Shelter in Place has been lifted
- Coordinate dismissal procedures with staff not directly responsible for students

High Protocol: Dangerous Chemical in Air, etc.

Before

Admin:

- Know how to shut down HVAC
- Gather supplies: rags, water, duct tape, N95+ respirator masks
- Know how to seal off doors using duct tape
- Have emergency supplies: water, snacks, toilets, sanitary products
- **Disability Protocol:** any students with a physical disability, will be given access to a wheelchair in the event of an emergency evacuation

During

Admin:

- Announce “Shelter In Place. This is NOT a drill! Hazmat Situation High protocol procedures.” over walkie talkies
- Shut down HVAC
- Seal off doors and kitchen exhaust from outside air flow
- Confirm with classrooms that all students are accounted for
- Begin search for missing students
- Remind staff that no one is to be traveling between buildings or leave the classroom until we have been given clearance
- Notify parents via ParentSquare
- Monitor alerts from Monterey County and update staff

Staff:

- Scan outdoor areas and bring any students inside of building
- Close and lock all doors to the outside
- Sea Otters move quickly to Octopus room
- Seahorse and Manta Ray moves quickly to Sea Otter room
- Teachers immediately take a headcount. Inform Admin of missing students and last known location
- Inform Admin if you have students in your room that are not on your roster
- Seal off doors from air flow from outside with duct tape and rags
- Move students away from outside doors to interior space in the room
- **Disability Protocol:** students to remain in wheelchair in preparation for quick emergency evacuation

After

Staff:

- Wait for “All Clear” announcement from Administration
- Have students prepare to be dismissed
- LAS will be canceled
- For dismissal, students will remain in the LSD and will be escorted out by staff directly to car as parents arrive
- Staff will stay until all students have been dismissed or until Admin has issued release



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- Check emergency supplies and send out a message on ParentSquare requesting replacements
- Return wheelchair to office

Admin:

- Notify parents that Shelter in Place has been lifted and we will be escorting students out individually as parents arrive. Parents are to remain in cars
- Coordinate dismissal procedures with staff not directly responsible for students
- Continue to monitor Monterey County updates if necessary

Field Trips:

Low Protocol (Air Quality, Animal, etc.)

If Shelter In Place is Issued at School Site:

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying students
- **Disability Protocol:** Wheelchair access for disabled students

During

Admin:

- Admin to reach out to teacher to verify they have received notification of hazard in school site area
- Field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal
- Admin instructs teacher to reach out before leaving field trip site to see if they can return to campus or proceed to MCOE

After

Admin:

- Admin will inform teacher whether it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures
- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification
- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students
- Contact MCOE for help with reunification process

If Shelter In Place is Issued at Field Trip Site

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Staff:

- Teacher to move students to safest location
- Teacher takes immediate head count and reports to Admin that all are accounted for and informs of the situation

Admin:

- Admin determines if field trip can continue

After

Staff:

- Once given “All Clear” by authorities at location, call Admin to give an update
- Bus/cars can return to school for regular dismissal procedures

Admin:

- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students

Field Trips:

High Protocol: Chemical Hazmat Issue, etc.

Shelter In Place Is Issued at School Site:

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
-

- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- **Disability Protocol:** Wheelchair access for disabled students

During

Admin:

- Admin to reach out to teacher to verify they have receive notification of hazard in area
- Since issue is a school site, field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal

After

Admin:

- Admin will inform teacher when it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures
- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification
- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students

Shelter In Place Is Issued at Field Trip Site:

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
-
-

- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- **Disability Protocol:** Wheelchair access for disabled students

During

Staff:

- Teacher is to move students to safest possible location
- Move students away from windows and doors if possible and seek interior part of the building
- If possible, seal off doors/windows with whatever you have available
- Teacher takes immediate head count and reports to Admin that all are accounted for and if anyone is missing or injured
- Wait for directives from Admin for next steps

Admin:

- Verify that students are in the safest location possible
- Alert MCOE of the situation
- Alert parents via Parent Square of the situation
- Determine if Admin staff should proceed down to field trip site to be close by
- Await instructions from first responders as to how to proceed

After

Staff:

- If given the All Clear by local officials, call Admin to give update
- Proceed to bus/cars immediately and return to school

Admin:

- Alert MCOE
- Alert parents via Parent Square
- Inform counselor that they are to remain on site and assist with dismissal

Drop, Cover and Hold On (Earthquakes, Blasts, Etc.)

Low Protocol: Minor Earthquake

Before

Admin:

- Know how to shut down gas, water and cut power to buildings
- Have emergency supplies: water, snacks, toilets, sanitary products, privacy tents, N95 masks, etc.
- Verify that tall furniture is securely attached to the wall and nothing overhead can fall onto students
- Have all student information and rosters hard copied in Admin's Emergency Backpacks and in containers
- Have a master copy of emergency cell phone numbers for all staff in backpacks and container
- **Disability Protocol:** To accommodate any students with physical disabilities, wheelchair will be housed in that students classroom for the duration of their infirmary

During

Admin & Staff:

- Upon shaking, children are instructed by teachers to get under a table and hold on
- **Disability Protocol:** If possible, student in wheelchair should get next to a wall or in a doorway and cover their head

After

Staff:

- Teacher is to immediately verify that all students are okay and there are no injuries
- Teacher takes class to designated evacuation site
- Teacher takes role call and alerts Admin regarding missing students using Red/Green placards
- Teachers return to building once given all-clear from Admin

- Allow students time to talk to process what has happened focusing on what went well and what could be improved

Admin:

- Verify that all students are accounted for
- Verify that the building is safe to go back into
- Release teachers to return to class and teaching continues
- Post notification on ParentSquare
- Circulate through building to assess climate
- Dismissal proceeds as normal

High Protocol: Major Earthquake

Before

Admin:

- Know how to shut down gas, water and cut power to buildings
- Have emergency supplies: water, snacks, toilets, sanitary products, privacy tents, N95 masks, etc.
- Verify that tall furniture is securely attached to the wall and nothing overhead can fall onto students
- Have all student information and rosters hard copied in Admin's Emergency Backpacks
- **Disability Protocol:** To accommodate any students with physical disabilities, wheelchair will be housed in that students classroom for the duration of their infirmary

During

Admin & Staff:

- Upon shaking, children are instructed by teachers to get under a table and hold on.
- **Disability Protocol:** If possible, student in wheelchair should get next to a wall or in a doorway and cover their head

After

Staff:

- Verify that all students are okay and note any injuries
- If safe to do so, escort class to designated evacuation site
- If possible, bring emergency backpack
- If not safe to evacuate, shelter in safest location possible
- Take roll call and alert Admin of any missing students including last known location and any injured students not able to be evacuated. If possible, use red/green placards
- Stay with class and provide comfort and support

Admin:

- Using Walkie-talkies, instruct staff to exit the building if they are safe to do so
- Note staff and students that are trapped to inform first responders
- Activate Emergency Response Team
- Verify any missing or injured students
- Turn off gas to the building. Once everyone is evacuated, turn off water and electricity if necessary.
- Determine if it is safe to go back in the building to execute Search and Rescue
- Move students into mulch fields across the street. If that site is not appropriate, proceed to Ag field across the street
- Block off all openings so that there is only one point entry
- Access emergency supplies stored in container and any emergency backpacks that made it out

Reunification:

- As parents arrive, have them remain in their car
- Hand them a reunification sheet to be filled out
- Once filled out, tear off lower portion and hand to runner to locate the student(s)
- Children are then placed directly into the vehicle
- For students that are not present due to injury, parents will be asked to pull onto gravel where they will be spoken to privately

Field Trips

Low Protocol: Minor Earthquake

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Staff:

- Upon shaking, children are instructed by teachers to get under a table and hold on
- **Disability Protocol:** If possible, student in wheelchair should get next to a wall or in a doorway and cover their head

After

Staff:

- Teacher is to immediately verify that all students are okay and there are no injuries
- Teacher takes role call and verifies all students and chaperones are present

- Teacher checks in with Admin to determine if field trip can continue
- If given approval, field trip resumes
- If not, teacher is to return to campus with students

Admin:

- Contact teacher
- Verify that all students are accounted for and okay
- Verify that the building is safe to go back into
- Give permission for trip to continue or have teacher return to school
- Post notification on ParentSquare

High Protocol: Major Earthquake

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones regardless of whether driving or not including bus driver, need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Staff:

- Upon shaking, children are instructed by teachers to get under a table and hold on
- **Disability Protocol:** If possible, student in wheelchair should get next to a wall or in a doorway and cover their head

After

Staff:

- If Admin is not reachable, decisions fall to the teacher to make in their absence. Protocol below may be applicable
- Verify that all students are okay and note any injuries
- If safe to do so, escort class outside of building to a safe location
- Once outside, take roll call
- If possible, call Admin to report situation including any missing or injured students
- If any students were unable to be evacuated due injury and you are unable to return to school, have a chaperone return to site if safe to do so to see if they can gather information regarding rescue efforts and where the child is being transported to. Communicate via walkie-talkies
- Work with Admin to determine safety of returning to bus/cars for sheltering purposes
- If not safe to return to bus/cars, work with Admin to determine where a safe place would be to hold children
- Work with Admin to determine when and if it is safe to return to school. If Admin not available, try to speak with a first responder if possible to determine road conditions
- If possible, return to school

Admin:

- Provided there is cell service, reach out to teacher
- Verify teacher's roster and any injured or missing students
- Ascertain safety of outside area that teacher is located in and safety of movement. If possible, teacher is to return students to bus/cars for sheltering
- Using emergency alert services, ascertain whether return to school is safe to undertake. If so, have field trip return to school. If not, have them Shelter In Place until further notice
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- If possible, alert parents via ParentSquare keeping them up to date on changing status of students

Reunification:

- Parents are to remain in their car
- Upon entry to driveway, parent will be given a Reunification form to fill out by first staff member and then pulls forward
- 2nd Staff member then checks form against ID and gives bottom slip to runner

- Runner retrieves student and brings them to parent and places student in car
- For parents whose children are injured or unaccounted for, parents will be escorted away to be informed privately

Secure Campus

(Danger/Violence In the Area, No Direct Threat)

Before

Admin & Staff:

- Have emergency supplies: water, snacks, emergency backpack, etc.
- **Disability Protocol:** any student with mobility issues will have a wheelchair in their room for the duration of injury for ease of escape if necessary

During

Staff:

- Scan outdoor areas and bring any students inside of the building
- Close and lock all doors to the outside
- Teachers immediately take a headcount. Inform Admin of missing students and last known location
- Inform Admin of any students not on your roster that are now in your room
- Disabled student(s) moved to wheelchair in preparation for quick emergency evacuation
- Teaching continues as normal
- **No** staff or students should be moving between buildings
- Staff is to radio ahead to see if sending a student to the office area is safe to do so in an emergency
- Staff member to be posted at outside exits that are not already under teacher supervision: hall door to alley in upper building, alley door by bathrooms in lower building and playground doors

Admin:

- Verify student count per classroom
- Inform teachers of students in other classrooms and if possible reunify with class
- Begin search for missing students
- Notify families on ParentSquare
- Remind staff that no one is to be traveling between buildings without Admin approval
- Monitor alerts from authorities and update staff accordingly



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After

Staff:

- Wait for “All Clear” announcement from Administration
- Have students prepare to be dismissed
- If during school day, dismiss students using normal procedures and LAS continues
- If dismissal is happening after school hours, students will remain in the LSD and will be escorted out by staff directly to car as parents arrive
- Staff will stay until all students have been dismissed or until Admin has issued release

Admin:

- Notify parents that Shelter in Place has been lifted
- Coordinate dismissal procedures with staff not directly responsible for students
- Continue to monitor updates from authorities and keep staff informed

Field Trips

If Secure Campus Issued at School Site

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Admin:

- Admin to reach out to teacher to verify they have received notification of violence in the area
- Since issue is a school site, field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal

After

Admin:

- Admin will inform teacher that it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures

- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification
- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of student

Secure Campus Is Issue at Field Trip Site:

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car.
- Make sure we have cell numbers for **all** chaperones regardless of whether they are driving or not.
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Staff:

- Teacher is to move students to safest location possible
- Teacher takes immediate head count and reports to Admin that all are accounted for and what the situation is currently
- If inside, it will be the Admins call if field trip is to continue if it is safe to do so
- If students have been returned to the bus/cars, Admin will issue next steps to teacher

After

Staff:

- Until situation resolves, teacher is to remain at safe location with students until given clearance to leave
- Report to Admin that it is safe to return to school
- Return to school and dismiss students as normal
- Provide support to students that are in need



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Admin:

- Monitor situation with MCOE and Law Enforcement
- Alert parents via Parent Square
- Remain on site until all students are picked up

EVACUATE

(Fire, Gas Leak, Bomb Threat)

Before

Admin:

- Know how to shut down gas, water and cut power to buildings
- Have emergency supplies: water, snacks, toilets, sanitary products, privacy tents, N95 masks, etc.
- Have all student information and rosters hard copied in Admin's Emergency Backpacks and in containers
- Have a master copy of emergency cell phone numbers for all staff in backpacks and container
- **Disability Protocol:** To accommodate any students with physical disabilities, wheelchair will be housed in that students classroom for the duration of their infirmary

During a Fire

Staff:

- If a fire is witnessed, immediately pull Fire Alarm and alert staff via Walkie Talkie
- If the fire alarm has been activated and no staff member is confirming activation of alarm on the walkie talkie, teachers are to remain in their room for further instruction unless they see fire or smell smoke
- Once fire has been confirmed by Admin or staff, begin evacuation procedures to evacuation site
- Teacher is to immediately verify that all students are okay and there are no injuries
- Teacher takes role call and alerts Admin regarding missing students

Admin:

- Call 911
- If alarm has been activated listen for verification by staff member
- If no verification, confirm there is a fire/smoke in the building using cameras
- Verify via walkie talkie to staff where fire is happening and where to avoid
- Verify with staff that all students are present and accounted for
- Verify that all staff is accounted for

- Move staff/students away from the building if necessary
- If a student is missing, have photo of student with last known location to share with first responders

After Staff:

- If day is continuing, proceed back to class and allow time for students to talk and process

Admin:

- Determine if school can continue as per Fire Marshall
- If so, teachers return to building once given all-clear from Admin.
- Alert parents on Parent Square of incident and that everything is back to normal
- If not, alert parents via Parent Square of incident and that school is now dismissing and location of dismissal
- If off site, put Reunification procedures into play

During a Gas Leak

Staff:

- Whomever smells gas, alerts Admin in person
- **DO NOT** use walkie talkie
- **DO NOT** turn anything on or off
- Once notified by Admin, begin to evacuate students to field area
- Verify that all students are present and accounted for
- Wait for instructions in the event that we need to evacuate further away

Admin:

- One Admin staff leaves the building and calls 911
- Remainder of Admin personnel, walk from room to room alerting staff to evacuate
- Assess need to evacuate further away from building
- Verify that all staff have evacuated in addition to students
- Guide staff and students to move to alternate site if necessary

After

Staff:

- Wait for “All Clear” from Admin
- If day is continuing, proceed back to class and allow time for students to talk and process
- If school is closing, prepare for dismissal

Admin:

- Determine if school can continue as per First Responders
- If so, teachers return to the building once given “All Clear” from Admin.
- Alert parents on Parent Square of incident and that everything is back to normal
- If not, alert parents via Parent Square of incident and that school is now dismissing and site of dismissal
- If off site, put into play Reunification procedures

During a Bomb Threat

Admin:

- Call 911
- **DO NOT** use walkie talkies
- **DO NOT** to turn off/on any electrical/electronic devices
- Alert staff to evacuate in person
- Once building is evacuated, verify with staff that all students are present and accounted for
- Verify that all staff is accounted for
- Move staff/students away from the building to safe location
- If a student is missing, have photo of student with last known location to share with first responders

Staff:

- Evacuate students from building
- Be aware of your surroundings and people in it
- As soon as possible, verify that all students are present
- Alert Admin of any missing students
- Listen for further directions by Admin to move to location further away from site



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After

Staff:

- If day is continuing, proceed back to class and allow time for students to talk and process

Admin:

- Determine if school can continue as per Law Enforcement
- If so, teachers return to building once given all-clear from Admin.
- Alert parents on Parent Square of incident and that everything is back to normal
- If school is not continuing, alert parents via Parent Square of incident and that school is now dismissing and site of dismissal
- If dismissing off site, put Reunification plan into action

Field Trips - All Evacuations Scenarios

If Evacuation Is Issued at School Site

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Admin:

- Admin to reach out to teacher to notify of evacuation at school
- Since issue is a school site, field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal

After

Admin:

- Admin will inform teacher that it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures
- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification

- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of student

If Evacuation Is Issue at Field Trip Site:

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car.
- Make sure we have cell numbers for **all** chaperones regardless of whether they are driving or not.
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

During

Staff:

- Follow any directions given by the site you are attending
- Move students to a safe location
- Verify all students are accounted for
- Contact Admin of the situation
- Proceed to bus/cars to return to school

Admin:

- Verify with staff that all students and chaperones are accounted for and safe
- As soon as it is safe, have field trip return to site

LOCKDOWN/BARRICADE

(Intruder In the Building)

Before

Admin & Staff:

- Have blackout shades, emergency locks in place
- Have all student information and rosters hard copied in Admin's Emergency Backpacks and in containers
- Have a master copy of emergency cell phone numbers for all staff in backpacks and container
- **Disability Protocol:** To accommodate any students with physical disabilities, wheelchair will be housed in that students classroom for the duration of their infirmary

During

Admin:

- Call 911 ASAP
- Alert staff via walkie talkie that an intruder is on site and to take action immediately
- Pull any students in office area into secure room
- Using best judgment, either evacuate the building or barricade your room
- If you evacuate, listen for the directions of sounds and move in the opposite direction

Staff:

- As soon as you become aware of the situation either through Admin alert or outside sounds, look out into hallway to pull in any students if possible
- Using best judgment, either begin evacuation or barricade room
- If evacuating, listen for the direction of where sounds are originating from before you move. If possible take your walkie talkie with you but turn off until you are safely away.
- Move in the opposite direction of sounds heading to one of the reunification sites if possible
-

- If barricading, jam the door with a chair or device. Lower all black out shades. Build a barricade in front of the door using **ALL** furniture in the room. Place children down low in areas out of line of vision
- Silence all cell phones and tell students to do the same if they should have a cell phone on them
- Remain quiet and wait for help

ADMIN & STAFF:

- **ALL communication via walkie talkies is only to relay minute by minute information of the situation. If it does NOT need to be said, remain silent and listen for updates so you are in the know**
- **Once Police arrive, we are under their instruction**

AFTER

DICK'S IS OUR REUNIFICATION SITE

Staff:

- Once you are safe, verify the student roster and note any missing students or injuries.
- If possible, alert admin of your whereabouts, missing/injured students and possible additional students that may be with you
- Begin to move students to reunification site
- **DO NOT** release any students to parents that you may encounter but direct them to proceed to Dicks
- Once at Dicks, stay with students and assist as necessary

Admin:

- Alert parents via ParentSquare of incident and ask to wait for further instructions giving time to relocate staff to Dicks
- Using walkie talkies or cell phones, begin to try to locate staff
- Once a staff member is located, verify all students with them and if there are any injuries
- Begin process of getting staff/students to reunification site
- Begin to formulate a list of any missing staff members or students for first responders



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- Return to Oasis to gather necessary documentation needed for reunification process housed in container
- As per Admin decision, activate Incident Site Command personnel
- Alert parents via Parent Square of location/procedures for reunification
- Once parents are on site, begin reunification process filling out appropriate forms for documentation

Field Trip Protocol

Before

Staff & Admin:

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

If Lockdown Occurs at Oasis

Admin:

- Once you are safe, alert any staff members on field trips what has happened
- Field trip is then terminated
- Have bus driver proceed to MCOE for reunification process
- Alert parents via Parent Square to proceed to MCOE for reunification with their child

Staff:

- Remain with students until all students have been reunified with parent/guardian
- Keep track of reunification process writing down student's name, parent/guardian's name, time of reunification and have parent sign off
- Report back to Admin when reunification is complete

If Lockdown Occurs at Field Trip Site

Staff:

- Use your best judgment in the situation and follow instructions of first responders on site
- Verify all students and chaperones are accounted for
- Make note of any missing and provide first responders with that information
- Document any students that are being transported to a hospital
- When possible, reach out to Admin to update them on the situation
- If allowed by first responders, move to reunification site where you will meet with Admin if possible
- Reunification of parents/students will be held at MCOE
- Stay with students until you are relieved of duty by Admin

Admin:

- Upon notification, at least one Admin proceeds to field trip site
- Alert MCOE of issue and ask for assistance, especially a bus so parents are not driving back
- Alert those specific parents of students on trip of the situation via Parent Square
- When possible, contact staff member and verify that all students are accounted for, any missing students, injured students and those taken to hospital
- Coordinate reunification site with staff
- If possible, proceed back to MCOE for reunification with parents
- Alert parents of reunification site

Emergency Drill Calendar 2024 -2025

8/20/24	Fire Drill
9/12/24	Earthquake Drill
9/24/24	Fire Drill
10/16/24	Fire Drill
10/25/24	Secure Campus Drill
11/4/24	Shelter In Place Drill
11/15/24	Fire Drill
12/9/24	Fire Drill
12/19/24	Earthquake Drill
1/9/24	Fire Drill
1/23/24	Lockdown Drill
2/6/24	Secure Campus Drill
2/27/24	Fire Drill
3/11/24	Earthquake Drill
3/26/24	Fire Drill
4/2/24	Shelter In Place Drill
4/30/24	Fire Drill
5/9/24	Fire Drill
5/20/24	Lockdown Drill

Suspension & Expulsion Procedures

Adoption Administrative Regulation: 5/31/2022

Section V Students
Article IV Guidance Plan

The purpose of the school's Guidance Plan is to ensure a safe learning environment for all staff and students. Students are expected to be respectful of all adults, other students, the school and its standards of positive conduct in their educational setting. In return for student's positive conduct it is expected that all staff will in turn respect and be responsible for providing guidance to students to ensure their success in school.

When a student is not conforming to the standards of good conduct it becomes necessary for staff to intervene and provide the appropriate guidance to assist the student in conducting themselves in a more positive way.

When a student behaves in a way that is blatantly disrespectful toward others, disorderly, continuously misbehaves or becomes violent, actions by staff may result in suspension and potentially expulsion. Corporal punishment shall not be used in any way as a disciplinary measure for correcting student conduct.

A student identified as an individual with disabilities or suspected disability pursuant to the Disabilities Education Improvement Act (IDEIA) of 2004 or who is qualified for services under the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension or expulsion is afforded the same due process procedures applicable to general education students except when federal and state laws under California Education Code (EC 47605 (J) (i) (ii) (I) (II) (iii))

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct as stated in Education Code 48900 inclusive of 48900.2, 48900.3 or 48900.4, if the act is related to a school activity or school attendance occurring at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to or coming from a school sponsored activity.

Grounds for Suspension:

The following offenses are representative and not inclusive of all offenses listed in the Education Code (EC 48900, 48902, 48900.3, 48900.4, 48910)

- a. Caused, attempted to cause or threatened to cause physical injury to another person
- b. Willfully used force of violence upon another person, except in self-defense
- c. Possessed or otherwise furnished a firearm, knife, explosive or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the principal or designee
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance or material and represented same as controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant Health and Safety Code Sections 11053-11058.
- e. Committed or attempted to commit robbery or extortion
- f. Caused or attempted to cause damage to school property or private property
- g. Stole or attempted to steal school or private property
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, other school officials, or other school personnel engaged in the performance of their duties

Beginning July 1, 2018 except as provided in Education Code 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in line item k shall not constitute grounds for a pupil enrolled in K-6 to be recommended for expulsion.

Students are accountable for their acts under Penal Code Sections 261, 266c, 286, 288, 288a or 289 or sexual assaults or sexual battery as defined in Penal Code Section 243.4.



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Students are also accountable for their acts in aiding or abetting under Penal Code Section 31

Students are accountable for their acts of sexual harassment under Education Code 212.5 and Education Code Section 233 subdivision (e)

Suspension from School Procedures

Notice to Parents/Guardians

1. At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone or in person. The parent/guardian will receive information regarding the reason for the recommended suspension. Whenever possible a conference can be held prior to the student being sent home.
2. In the event a conference cannot be convened, the student may be sent home or to a location designated by the parent/guardian. If there is no place for the student to be sent without adult supervision the student will be placed on in-house suspension for that day and will be expected to complete any work that can be assigned by their teacher.

Conference

1. Suspension shall be preceded if possible, by a conference conducted by the Executive Director, Principal or designee, the student, the students' parent/guardian, the teacher, or an employee of the school who referred the student.
2. The conference shall be held within two school days, unless the parent/guardian waives this right and/or the student is physically unable to attend. No penalties may be imposed on a student for failure of the student's or parent/guardian inability to attend.
3. The conference shall inform the student and parent/guardian of the reason for the recommended disciplinary action and the evidence supporting the recommendation and to allow the student their opportunity to hear their version of the circumstance.

In-School Suspension

1. A student who may have to serve an in-school suspension will be provided an alternative working space to complete any assignments.
2. Assignments can be obtained by the student from the teacher(s) and can be accessed by the student from the Principal or designee of the morning of the in-school suspension. The student will be expected to have all work completed by the end of the day or by a prescribed due date as assigned by the teacher(s).

Out of School Suspension

1. Upon receiving the suspension the student will be provided work assignments while on suspension prior to their leaving the school.
2. The student is expected to complete all assignments and homework and return such assignments and homework to their respective teacher(s) upon the return to school.

Length of Suspension

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. In the event there is an expulsion recommendation being made by the Executive Director or designee, the student and students' parent/guardian and/or representative will be requested to attend a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

Extension of Suspension

Education Code section 48911(g) pending an expulsion may be granted only if it is determined that the student's presence at the school would cause a danger to persons or property or a threat of disrupting the instructional process.

Expulsion Procedures

Authority to Expel

The authority to expel a student from school is the sole responsibility of the UCEN Board.

Options for reviewing an expulsion case by the UCEN Board

1. A student may be expelled either by the UCEN Board following a hearing before the UCEN Board
2. UCEN Board may expel a student if a recommendation comes from an Administrative Panel assigned by the Board to the Executive Director, Principal. The Executive Director, Principal will request three certificated staff members exclusive of the teacher(s) who have the student in class or a current UCEN Board member.
3. The Administrative Panel will conduct a meeting to discuss the evidence of the expulsion to determine if the merits of the case call for an expellable offense and make a recommendation to the UCEN Board

4. The UCEN Board shall take the recommendation of the Administrative Panel and establish a hearing date within ten (10) calendar days before the date of the hearing.
5. The hearing of the UCEN Board may take place in closed session complying with the Brown Act and rules under Family Educational Rights and Privacy Act (FERPA)

Written Notice of Hearing

1. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after it has been determined that the student has committed an expellable offense Education Code 48918
2. A written notice shall be sent via certified mail to the student and their parent/guardian to the address reflected in the student's student file within ten (10) calendar days prior to the scheduled hearing date.
3. The notice shall include the following:
 - a. The date and place of the hearing
 - b. Statement of the specific facts, charges and offenses upon the proposed expulsion is based
 - c. A copy of the schools' disciplinary rules that relate to the alleged violation
 - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 - e. The opportunity for the student or student's parent/guardian to appear in person or to employ and be represented by counsel or non-attorney advisor
 - f. The right to inspect and obtain copies of all documents to be used at the hearing
 - g. The opportunity to confront and question all witnesses who testify at the hearing
 - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses



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The Executive Director or designee shall maintain documents that may be used at the hearing. These documents are available for review by the student or their parent/guardian. The documents should be but not limited to:

- a. Record of the student's attendance and grades
- b. A record of previous infractions
- c. A statement of facts surrounding the case
- d. A statement of facts surround the case made by witnesses
- e. A law enforcement agency's report
- f. Any other relevant documents pertinent to the case

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Hearsay evidence is admissible, however, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the UCEN Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall the their right to have their testimony heard by the Administrative Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the UCEN Board shall be made within ten (10) days following the conclusion of the hearing.. The decision of the UCEN Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to school.

Written Notices to Expel

The Executive Director, Principal or designee following a decision by the Board to expel shall send a written notice of the decision to expel, including the Board's adopted findings of fact, to the parent/guardian.

The notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Oasis Charter Public School.

The Executive Director or designee shall send a copy of the written notice of the decision to Monterey County Office of Education and UCEN Board. This notice shall include:

- a. Student's name
- b. The specific expellable offense committed by the student

The Executive Director or designee shall retain records of all student suspensions and expulsions and shall not be accessed except by those who are authorized to have access to such records.

Right to Appeal

The student, parent/guardian shall not have the right to appeal the UCEN Board's decision. The UCEN Board's decision shall be final.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to:
 - a. Receive five (5) days notice of their scheduled testimony
 - b. Have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel
 - c. Elect to have the hearing closed while testifying
2. The school must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks and testimony
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross examination during which they may leave the hearing room
4. The person conducting the expulsion hearing may also arrange the seating with the hearing room to facilitate a less intimidating environment for the complaining witness
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons must be told that the hearing is confidential. Nothing in the law precludes the person presiding

- over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand
7. If one or both of the support persons is also a witness, the school must present evidence that the witness presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay present unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. The presiding officer may at their discretion remove a person from the hearing who they believe is prompting, swaying or influencing the witness
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony
 9. If charges involve sexual assault or battery, the complaining witness shall have the right to have their testimony heard in closed session with the panel if testifying at hearing will result in serious psychological harm to the complaining witness and there are not alternative procedures to avoid threatened harm
 10. Evidence of specific instances of a complaining witness prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence

In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion of evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation



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While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Hearsay evidence is admissible, however; no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk or physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall have the right to have their testimony heard by the Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the UCEN Board shall be final.

No Right to Appeal

The parent/guardian or student shall have no rights to appeal after the final decision is made by the UCEN Board.

Expelled Student/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including but not limited to;

An expelled student may seek programs within the county or their school district of residence.

Oasis Charter Public School shall work cooperatively with the parent/guardian as requested by parent/guardian or by the school district of residence to assist with locating alternative education placements.

Rehabilitation Plan



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Students who are expelled from the school shall be given a Rehabilitation Plan upon expulsion, developed by the UCEN Board or designee at the time of the expulsion order, which may include, but not limited to;

A periodic review and assessment of the rehabilitation plan to assess consideration for re-entering back to the school.

The Rehabilitation Plan should include a date not later than one year from the date of expulsion when the student may reapply to the school.

Readmission

The decision to readmit a student from another district or charter school shall be at the sole discretion of the UCEN Board following a meeting with the Executive Director or designee and the student and parent/guardian or representative to assess the completion of the Rehabilitation Plan and determine whether the student poses a threat to others or will be disruptive to the school environment.

The Executive Director or designee shall make a recommendation to the UCEN Board following the meeting as to their determination.

The student's readmission is contingent upon the school's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and/or Expulsion of Students with Disabilities

Notification of SELPA

The school shall immediately notify SELPA and coordinate the procedures in this policy with SELPA of the discipline of any student with a disability or student who the school or SELPA would be deemed to have knowledge that that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall:

1. Receive services to enable the student to continue to participate in general education curriculum, although in another setting
2. Progress toward meeting the goals set forth in the student's IEP
3. Receive, as appropriate, a functional behavioral assessment or functional analysis

4. Behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestations Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct to include cumulative suspensions with one year adding up to ten (10) days, the school, the parent/guardian and relevant member of the IEP Team shall review all relevant information in the students file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent/guardian and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the school, the parent/guardian and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- b. If the school, the parent and relevant members of the IEP Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
- c. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the American with Disabilities Act (ADA) of 1990,



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Individuals with Disabilities Education Act (IDEA), or who is qualified for services under section 504 of the Rehabilitation Act of 1973 is subject to the same grounds of suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures.

Non-Discrimination

Philosophy, Goals, Objectives, and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunities for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, linguistic or economic background, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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.

(cf. 1240 - Volunteer Assistance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.



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(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Nondiscrimination in District Programs and Activities – Board Policy

The Executive Director or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. They shall take prompt, reasonable actions to remove any identified barrier. The Executive Director or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Executive Director or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Websites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Executive Director or designee.



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(Education Code 234.7) The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

The Executive Director or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Executive Director or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. They shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Dr. Natalie Zayas
Executive Director
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Dress Code

Oasis is not a uniform school. We do however, expect students to arrive in clothing that is appropriate and safe for school. **Oasis staff are the final judge** as to the appropriateness of clothing.

The following are the rules regarding dress at Oasis:

1. Students should wear shoes with rubber soles. Tied or Velcro shoes **without wheels** are appropriate. Shoes must have a closed heel and toe (i.e. No sandals). If shoes are not appropriate for school, children will not be permitted to participate in all activities. (i.e. Physical Education and walking trips).
2. Clothing must cover midriff, shoulders, chest and back.
3. Hats and hoods are appropriate to be worn **outside only**.
4. Clothing should be free of inappropriate messages (i.e. beer logos, rude sayings, references to drugs or obscenities, adult or sexually explicit content, or anything that implies a negative message about school or any group of people).
5. Shorts and skirts should be right above the knee level. We strongly encourage girls to wear leggings or shorts under skirts so they can comfortably participate in all school activities.



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Campus Visitors Policy

Policy Adopted: 3/29/2022

Section: III Business
Article: V Campus Visitors

The UCEN Board and Oasis Charter Public School recognize that campus safety is a priority for the welfare of all employees and students. Parents and guardians, as well as community members are encouraged to participate in the educational programs and extracurricular activities of the school.

Visitors

All individuals whether parents or guardians, volunteers, members of the community, guests and law enforcement (non-emergency purposes) or any other person must register at the main office before entering any building or grounds when school is open for business and must sign out upon leaving the campus. All individuals are expected to maintain a safe and secure environment by conducting themselves in an orderly manner. All visitors will be treated with respect and are asked to do the same for all employees and students while on campus. All visitors/guests or any member of the community must wear an identification badge while on campus at all times.

The Executive Director or designee may refuse an individual's request to enter the campus if the individual refuses to comply with the policy of registering at the main office before entering onto the campus. Individuals may be requested to leave the campus in the event that the individual becomes disruptive to the school operations, staff, students or disrupts or interferes with the instructional program. All individuals are not permitted to use either electronic listening, or recording devices without prior written permission by the Executive Director or designee.

Emergency Access

Law enforcement officers, firefighters or other uniformed first responders may be permitted to bypass registering at the main office when responding to emergency calls.

Immigration Enforcement Officer

Immigration-enforcement officers who have business to conduct shall be required to come to the main office and register as any other member of the community or agency. The officer will be required to show any documents, court orders, judicial warrant or

other reasons to be present on campus. The officer will be then directed to consult with the Executive Director or designee prior to taking any action as required by law. After

consultation with the Executive Director or designee the appropriate steps shall be taken in accordance with Administrative Regulation, Section V, Article VI.

COVID-19 and Contagious Disease Outbreaks

In the event that the local health department declares a community outbreak of a contagious disease such as the COVID -19 pandemic, school administrators will be required to comply with protocols called for by the local health department, state and or federal agency guidelines. If the local health department, state or federal guidelines provide for discretion, the school administrators may limit the access of visitors to the school campus and grounds. In such cases, access to the school may include the following safety protocols;

- a. Provide all functions of the campus or facility through a virtual or curbside option
- b. Limit visits to essential functions only
- c. Require visitors to complete a self-check form prior to entering the building
- d. Refuse access to any visitor with a fever greater than 100.4 and any other symptoms as defined by the local health department, state or federal agencies
- e. Show proof of vaccinations or negative COVID test within last 48 hours
- f. Masks, 6ft distancing and other protocols to protect all persons may be required while on campus

In the event that a visitor refuses to comply with local health orders or school protocols the Executive Director or designee have the authority to remove or deny the individual's access to the building.

Due to the unpredictable nature of COVID and/or any other type of pandemic, the UCEN Board authorizes the administration to implement this section of the policy "COVID-19 and Contagious Disease Outbreaks" and any other protocols required by local health department, state or federal agencies, when such an outbreak occurs to ensure the safety of all staff and students.

To ensure safety and security signs will be posted in strategic locations as reminders for all visitors to come to the main office and register.

School Learning Environment

Know Your Educational Rights Notice

Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

- All children have the right to a free public education
- All children ages 6 to 18 years must be enrolled in school
- All students and staff have the right to attend safe, secure, and peaceful schools. All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.

You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.



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Family Safety Plans if You Are Detained or Deported

You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.



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Rules & Procedures on School Discipline

Every child has the right to learn and Oasis wishes for everyone to enjoy learning. If a child chooses to disrupt the learning of others, he/she will be held accountable for their actions. All members of the Oasis community are to be respected at ALL TIMES. This includes all children, teachers, staff, and family members. No form of emotional or physical hurt is tolerated and appropriate measures will be taken depending on the severity of the situation.

OASIS SCHOOL RULES:

1. Keep your hands and feet to yourself.
2. Speak to others with respect.
3. Treat school property and the property of others with respect.
4. Clean up after yourself.
5. Follow directions.



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Current Status of School Crime Committed on School Campus

Crime data for Oasis Public Charter School is as follows:

- Crimes on Campus = 0
- Suspensions
 - 2022 - 2023 = 8
 - 2023 - 2024 = 4
- Expulsions:
 - 2022 - 2023 = 0
 - 2023 - 2024 = 0
- Average Daily Attendance (ADA)
 - 2022 - 2023 = 82.28%
 - 2023 - 2024 = 90.62%
- SARB not applicable as we are a K-6 Charter

Hate Crime Procedures & Policy

Responding to Hate Crimes and Bullying Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Oasis Charter shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student’s actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student’s primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

Oasis Charter shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the “Know Your Rights” immigration enforcement established by the Attorney General
- Oasis Charter shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

Oasis Charter shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- Nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint
- Oasis Charter shall ensure that complaint procedures contain confidentiality safeguards for immigration status information
- Oasis Charter shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

Oasis Charter shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

Oasis Charter shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

THREATS OF VIOLENCE

A threat is an expression of intent to harm oneself or others. It is important that ALL threats be taken seriously, until they have been thoroughly investigated.

- Threats may be spoken, written or gestured
- Threats may be direct or indirect and need not be communicated to the intended victim or victims (e.g. “I’m going to get him”)
- Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise (e.g. “I forgot it was in my backpack”)
- When in doubt, assume that it is a threat

This portion of “Threats of Violence” does not include:

- Threats to damage property
- Threats made by non-students
- Fights or misbehavior that do not involve a threat
- Slurs, insults, verbal abuse that do not involve a threat to physically harm someone

Other school policies apply to these situations

- Bomb threats and threats made on websites or by emails may be prosecutable by international law

It is imperative that ALL threats be reported immediately to Administration for immediate evaluation of the threat.

PROCEDURES

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. Note that in all instances, the threat is initially assumed to be serious, until further evaluation is done by Admin. The procedure for threat assessment is applicable during any school-sponsored event or function, whether the event/function be on school property or not.

1. Any **STUDENT** upon receiving information that a person is threatening to commit an act of violence shall:
 - a. Assume the threat is serious
 - b. Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer

c. Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

2. Any **PARENT OR GUARDIAN**, upon receiving information that a person is threatening to commit an act of violence shall:

- a. Assume the threat is serious
- b. Immediately report the threat to a school staff member, administrator or law enforcement officer
- c. Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

3. Any **SCHOOL STAFF MEMBER**, upon receiving information that a person is threatening to commit an act of violence shall:

- a. Assume the threat is serious
- b. Immediately report the threat to an administrator or their designee
- c. Be available and cooperative in providing a statement of information, with the understanding that the information source (staff member) will remain anonymous to the greatest extent possible.

4. Any **SCHOOL ADMINISTRATOR**, upon receiving information that a person is threatening to commit an act of violence shall evaluate the seriousness of the threat by initiating the following procedures.

A. Threat Evaluation: Admin Gathers Information

- a. Obtain an account of the threat and the context from the student and witnesses.
- b. Document the exact threat and circumstances surrounding the threat.
- c. Obtain the student's explanation of the threat's meaning and his/her intentions (see Appendix document "11 Questions to Guide Data Collection).
- d. Obtain witness perceptions of the threat's meaning.
- e. Document your evaluation. All documentation must be maintained, whether the threat is considered substantive or transient.

B. Evaluate Threat: Admin

- a. Based on the information gathered, determine whether the threat is transient or substantive.
- b. The important thing here is to determine whether or not the student intends to carry out the threat NOT what he/she threatened to do.
- c. When in doubt, treat the threat as substantive.
- d. Transient threats:
 - i. Often are rhetorical remarks, not genuine expressions of intent to harm.
 - ii. At worst, express temporary feelings of anger or frustration.
 - iii. Usually can be resolved on the scene or in the office.

- iv. After resolution, the threat no longer exists.
- v. Usually end with an apology or clarification.

e. Substantive threats:

- i. Express intent to physically injure someone beyond the immediate situation.
- ii. There is at least some risk the student will carry out the threat.
- iii. Protective action **MUST** be taken (i.e. warn the intended victim(s) and parents; involve student release team personnel).
- iv. May require legal violations and require police consultation.
- v. When in doubt, treat the threat as substantive.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

Factors to Consider for Substantive Threats

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his/her behavior Credibility of witness accounts

Possible Indicators of a Substantive Threat

- Specific, plausible details
- Threat has been repeated over time
- Threat reported as a plan
- Accomplices or recruitment of accomplices
- Physical evidence of intent

It is important to note that determining a threat as transient does not mean that the situation is over. It is necessary to determine what follow-up actions are necessary (e.g. counseling, student mediation, etc.)

C. Responses to Transient Threats

- a. Threats **MUST** be resolved through explanation, apology, making amends, etc.
- b. There is no need to take safety precautions (e.g. no warnings to "victim's" parents, no student release personnel involved, etc.).

- c. Provide counseling and education where appropriate.
- d. Administer discipline if appropriate (e.g. reprimand, parental notification, etc.)

D. Responses to Substantive Threats

- a. If a threat is considered substantive, Admin must be contacted immediately, as they are needed for the following steps.
- b. Determine if substantive threats are serious or very serious.
- c. Substantive assault threats are classified serious.
- d. Substantive threats to kill, rape and/or inflict very serious injury are classified very serious. Threats involving weapons are also considered very serious. Such threats are usually felonious.
- e. Very serious substantive threats ALWAYS involve law enforcement (always document information of contacted agents – i.e. badge number, etc.).

E. For all substantive threats, notify the parents of both the potential perpetrator and potential victim(s); if the potential victim(s) is a teacher, he/she must be notified.

F. Both victim and perpetrator should only be released to a parent or guardian. The necessary student release paperwork should be completed by staff at the school at this time.

G. Take disciplinary action consistent with school policy (e.g. suspensions/expulsions, etc.)

H. An evaluation to determine the mental health needs of an individual (e.g. why the threat was made) and propose strategies for reducing risk. A student who has been removed from campus may be evaluated by a county mental health professional who will interview necessary individuals (e.g. student, intended victim and witnesses, student's parents, school staff who know the student, outside professionals who know the student, etc.).

I. Identify any other student support or intervention needs (e.g. necessary counseling, 51/50, dispute mediation, etc.).

J. Follow-up to verify that the threat has been resolved and interventions are occurring.

NOTE: Threats made via cell phones (e.g. by texting) and on the Internet (via emails, web postings, blogs, etc.) are felonious and can be prosecuted by International Commerce Law. For threats made via websites or cell phones, the above-mentioned steps should be taken. Web posting should also be reported to the site on which they occur.



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NOTE: A signed release of information form is not needed to complete an investigation, because this involves the immediate safety of a student or students.

NOTE: Interviewing the potential perpetrator and no other person is NOT a full investigation of whether this student poses a threat and is potentially on the path towards violence.



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Notification of Dangerous Pupils to Staff

Staff Notification of Dangerous Students

Education Code 49079 requires that Administration notify classroom teachers of students who have engaged in, or are reasonably suspected of engaging in, certain suspendable or expellable acts (Education Code sections 48900 and 48915) for the three previous years.

The goal is to define a system whereby every classroom teacher will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

1. Suspensions are entered into the Power School (computerized student information system) Discipline Incident screen and with the violation and the date of the latest suspension under those Education Code tenets described above.
2. On a subsequent offense, a new Discipline Incident is recorded with the date of the most current offense. If a student enrolls from a court or community school or from any other school and we have a record that the student has committed a suspendable offense, site administration will ensure the teacher is informed of the student's previous offenses. When notice is received from any court or law enforcement agency that the student has committed any law violation which falls into any category outlined by Education Code 48900, the local school will enter the violation in the Discipline Incident screen along with the date of the incident.
3. Administration will make every effort to contact a suspended student's teachers as soon as practical after the offense.