



**Comprehensive School Safety Plan (CSSP)
2020/2021**

**OAKLAND SCHOOL FOR THE ARTS
530 18th Street, Oakland, CA 94612**

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Comprehensive School Safety Plan (CSSP)

The Site Safety Committee shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any school wide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

The Comprehensive School Safety Plan (CSSP) was developed by the following individuals:

Mike Oz, Principal
Katy Zaugg, Assistant Principal
Lori Cheatham, Director Of Operations
Marti Cooper, Head of Safety Committee
Walter Harris, Facility Manager
Patrick Secrease, Campus Supervisor
Tarolyn Brown, Student Records Coordinator
David Smith, Director of Technology

The plan has been made in conjunction with Oakland Police Department and Oakland Fire Department.

Safety and Security

Preface

General Information

Please make sure that you are familiar with these procedures and you review periodically to ensure familiarity with:

- Fire extinguisher locations & use
- All emergency exits: determine primary & secondary exit points
- Location of first-aid kits
 - Entrance doors where there is a Campus Supervisor
 - Reception
 - Production Design ~ Main Campus & Scene Shop
 - Location of other safety/emergency supplies

PRE-DESIGNATED ASSEMBLY AREA (Evacuation)

Henry J. Kaiser Memorial Park ~ across from OSA on the corner of 19th Street & Muhammed Street.

General Overview:

Title 8 of the California Code of Regulations requires that all employers establish and implement an emergency plan, with sufficient numbers of their employees oriented to the details of emergency preparedness and procedures to take positive action during an emergency.

This comprehensive school safety plan has been designed to assist the Incident Command Team before and during an emergency. The guidelines and procedures contained in this safety plan will be put into practice and maintained by designated Oakland School for the Arts (OSA) staff concerned with the safety of students, staff, faculty, and visitors of OSA facilities.

Although these procedures are recommended, common sense should be the guiding principle when facing an emergency situation. No set of procedures can cover every possible scenario.

Building Ingress and Egress

Ingress and egress is only on 18th and 19th Street, where there is a Campus Supervisor.

Building Safety Features:

The Oakland School for the Arts Main Campus is located inside the Fox Theatre Building on Telegraph Avenue. The school's main entrance is located at 530 18th Street. The campus was constructed in 2008 and comprises three floors of classroom and office space wrapped around the main theater. The campus is approximately 59,000 square feet in size.

OSA also has an art gallery (White Box) located in the Piedmont Piano building at 1726 San Pablo Avenue, and a Theater with classroom space at 1933 Broadway (the former Sweet's Ballroom). Classroom and performance space for instrumental music at 1920 Telegraph Ave (the former Newberry Building). Procedures apply to all locations, except where otherwise noted.

The Main Campus, Sweets and Newberry are equipped with smoke detectors, pull stations, audible alarms, strobe alarms in the corridors near the exits, illuminated exit signs, fire extinguishers, and emergency lighting. Each building has posted evacuation floor plans that indicate the route of exiting the building and identify the location of all fire equipment.

Fire Alarm & Smoke Detection

Fire-alarm pull stations and smoke detectors are located throughout the Main Campus, Sweets and Newberry. Please note that when a pull station is activated, there is an audible alarm.

Extinguishers

ABC fire extinguishers are located throughout the buildings. The Facilities Manager and/or Campus Security officers check all extinguishers on a monthly basis.

Public Address – Main Campus, Sweets and Newberry

All students, employees, and visitors will be alerted to an emergency situation via audible alarm and emergency announcements made over the intercom or with a battery-operated bullhorn.

The campus and security staff will use two-way radios to coordinate emergency action with all locations.

In the event of an emergency, an audible alarm will be heard. The sound of the alarm is a siren distress signal. White flashing strobe lights will also activate in the common areas for the hearing impaired.

- The intercom or bullhorn will be used as needed during emergencies to provide relocation/evacuation instructions and other information.

The ***Incident Command Team (ICT)*** is headed by:

- Safety Team Coordinator
- Facilities Manager
- Director of Operations
- Principal
- Assistant Principal
- Director of Technology
- Campus Supervisors
- Contract Security Officers

Incident Team members are to report to their pre-assigned station during an Emergency. CatapultEMS will be the primary platform for communication between ICT, staff, and faculty.

Section 1.**Incident Command Roster**

Title	Name	Cell Phone #	Office #
Safety Team Coordinator & COVID-19 Liaison	Marti Cooper	510-917-4821	510-873-8810
Facilities Manager	Walter Harris	510-290-3503	510-873-8818
Director of Operations	Lori Cheatham	510-599-8995	510-873-8803
Principal	Mike Oz	510-333-6030	510-873-8812
Assistant Principal	Katy Zaugg	510-332-9033	510-873-8824
Director of Technology	David Smith	510-520-6193	510-873-8806
Campus Supervisors & Contract Security Officers	18th Street 19th Street Newberrys Sweets Ballroom White Box		510-873-8829 510-873-8826 510-373-0200 510-373-0205 510-874-1466
Office/Reception			510-873-8800

Section 2.**First Aid Kit Locations**

- Entrance Doors in Campus Supervisor Security Stations (All Buildings)
- Reception Desk Main Office
- Production Design Scene Shop
- Fashion Design
- Black Box Theater

Section 3.

Facilities Manager Protocols

- Coordinates emergency operations for the campus
- Assigns and trains a backup
- Maintains a plan for inspection and periodic testing to provide for the ready use of the smoke evacuation system and smoke detectors
- Instructs Campus Supervisors in the regular visual inspection of fire and life safety equipment in their area
- Maintains 20-foot clear pathways to exits to public ways
- Conducts semi-annual fire safety drills with all occupants of the campus
- Completes quarterly safety inspection of individual rooms and common areas. (Check for non-structural and fire hazards)
- Establishes a program, in compliance with OSHA guidelines, to educate personnel in the use of fire extinguishers
- Develops a program for the education of new employees and the re-education of all employees on a regular basis
- Maintains a fire binder for the Fire Department's use. This binder should include plans of the campus, a copy of the Emergency Plan, the locations of the fire and electrical boxes, facility site plans, and the names and location of physically challenged employees and students on campus
- Assigns persons to assist non-ambulatory and physically challenged individuals in the event of an emergency
- Shuts off electricity, water, steam, and gas
- Check facility for damage (when safety is determined)

Section 4.

Security Protocols

- Contact Administration or the appropriate emergency agency
- Maintain a command center
- Stand by to direct appropriate emergency radio transmissions
- Make sure all doors are unlocked for evacuation (if necessary)
- Make a final check through the facility (when safety is determined)
- Secure facility after evacuation
- Use fire extinguishers (if necessary)

Production Manager/Administrator on Duty (performances and meetings)

- Confer with Administration or Security (command center) regarding the need for evacuation
- Secure backstage area and all areas near stage and in theatre
- If evacuation is necessary, assist in directing patrons out of the theatre

Section 5.

Reported Emergency

When an emergency is reported to the Facilities Manager, Campus Supervisor, Contract Security Officer or Reception Desk Attendant...

- Always ask if 911 has been called. If not, immediately dial **911 from a landline or 510-777-3211 from a cell phone**
- Sound alarm if it has not already been done
- The school emergency plan shall be activated, and the Incident Command Structure implemented in the outer office of the Executive Director
- Coordinate staff, students, and any members of the public on campus
- Close doors and provide other required safety and first-aid measures, unless otherwise directed by emergency response personnel
- If evacuation of the campus is required verbal notice and/or alarms will be used to sound the evacuation
- Give assistance to any disabled persons in the area

Section 6.

Medical Emergency Protocol

Call 911 from a landline or 510-777-3211 from a cell phone

- Assign Campus Supervisor to report to location of emergency
- Advise Safety Team Coordinator, Principal and/or Vice Principal of event
- Check for any jewelry with an inscription of medical information and allergies. Provide this information to First Responders and/or anyone trained in first aid
- DO NOT MOVE THE VICTIM UNLESS ABSOLUTELY NECESSARY.** Only move the victim if their position or location is unsafe
- If responder is trained in first aid, provide minimum first-aid necessary and determine if additional treatment is required (i.e. Fire Department, Paramedics, Ambulance, etc.). If you do not have a valid first-aid/ CPR certificate issued by the Red Cross/American Heart Association, do not render any first-aid/CPR
- Stay with the victim until help arrives
- Avoid unnecessary conversation with or about the injured person. You might increase the injured person's distress or fears, and thereby contribute to medical shock. Limit your communications to quiet reassurances
- Secure victim's personal belongings
- Assign someone to meet Emergency Responders and escort them to the victim(s)
- After medical assistance has been administered and the incident has concluded, remain on-call to assist the OSA administration with pertinent information needed to complete an injury report
- Fill out all required forms to report injury/problem

Section 7.

Bloodborne Pathogens Protocol

What are bloodborne pathogens?

- Includes but not limited to hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV)

How are bloodborne pathogens encountered?

- Cuts
- Nose bleeds
- Open wounds

Working safely with bloodborne pathogens

- Always wear plastic gloves
- Always wear a face covering; this may include masks, face shield, and similar

Section 8.

Evacuation Protocol & Admin Roles

An evacuation or relocation will be initiated *only if* a condition or incident presents a threat to life safety

Evacuation Locations

Main Campus, Newberry, and White Box Gallery

Exit via the nearest safe exit. Assemble at Henry J. Kaiser Memorial Park ~ across from OSA on the corner of 19th Street & Muhammed Street

Sweets & Production Design Scene Shop

Students assemble at 19th and Broadway in front of the bike parking business

Evacuation Procedures

- Faculty will take the laminated sign with Room Number - hung near each door in the classroom
 - Hold the sign up so students can find you
- Students are to assemble with the teacher they have that period
 - If the evacuation is during lunch, students assemble with teacher they will have next period
- At the assembly area, employees will use CatapultEMS to record the names of personnel and students in the evacuated area***

Search Procedures & Locations to Search

Incident Command will sweep the buildings, instructing employees to evacuate/relocate to the assembly area.

- To check the room - open the door confirm room is empty and put a post-it notes on the door above the handle at eye level
- Check for people needing assistance. Assign responsible staff to them as available
- When all personnel and visitors have evacuated/relocated, conduct a final sweep of your area before proceeding to the assembly area
- When assigned area is clear, radio/call Facilities Manager, Walter Harris
- Facilities Manager will communicate to Mike Oz when All Clear
- All clear to return to building is given by Mike Oz
- At the pre-designated assembly area, check off names of personnel and students known to have been in the evacuated area

Section 8.

Evacuation Protocol & Admin Roles Continued

Main Building

3rd Floor Main Building - Assigned to Site Safety Team members

Room 327 to 18th Street

- Classrooms
- Offices
- Restrooms
- Locker Rooms
- Center Stairwell

Room 332 to 19th Street

- Classrooms
- Offices
- Restrooms

2nd Floor Main Building- Assigned to Site Safety Team members

Reception to 18th Street

- Classrooms
- Offices
- Restrooms
- Faculty Lounge
- Center Stairwell

Reception to 19th Street

- Classrooms
- Offices
- Restrooms
- Conference Room

Ground Level - Assigned to Campus Supervisor/Security

18th Street

- Student Center
- Kitchen Area
- Elevator Area

19th Street

- Black Box Theatre
- Fashion Design Room 105
- Elevator area

White Box Gallery - Assigned to Campus Supervisor/Security

- Upstairs
- Bathroom
- Darkroom
- Both sides of gallery- Contract Security Officer on Duty

Section 8. Evacuation Protocol & Admin Roles Continued

- Sweets & PD Scene Shop** - Assigned to Campus Supervisor/Security
 - Production Design Scene Shop
 - Main Ballroom including backstage and storage areas
 - Costume Library
 - Mezzanine including office and closets
 - Bathrooms
 - Café / Bar Area - Contract Security Officer on Duty
 - All stairwells

- Newberry & STEAM Lab** - Assigned to Campus Supervisor/Security
 - Classrooms Exit Door way to smoke shop
 - STEAM Lab
 - Bathrooms
 - Facility Managers office
 - Exit doorway to Smoke Shop

Section 9.

Assistance to Disabled Protocol

Evacuation or Relocation of Persons with Disabilities

Ask the person what type of assistance s/he requires. Follow the instructions carefully; the individual you are assisting knows what is best for him/her.

For individuals in a wheelchair use the Evacuation Chairs/Sleds located on 2nd & 3rd floors on both 18th and 19th Street corridors near the elevators.

Do not evacuate a wheelchair down steps; only evacuate the person who sits in it—use ramps whenever possible. Carry the individual to safety. Once the person is removed from the wheelchair, know that this person may be unable to move from that location or relocate independently.

If time and safety permit, tag the wheelchair with the owner's name. Attempt to reunite the owner with the wheelchair as quickly as possible.

Service animals must be evacuated with their owners.

Provide verbal instructions and information for people with impaired vision.

Turn lights off and on to attract the attention of people with hearing limitations. (NOTE: After an earthquake, DO NOT turn any switches on or off until it is confirmed that there are no gas leaks.) Check offices, restrooms, classrooms, and other areas of common use.

Section 10.

Release Protocol

The Executive Director or Principal will text all teachers the instructions on how to proceed with the release. CatapultEMS will be used as a primary communication tool.

Fire Evacuation

The fire alarm signals this emergency. Teachers are responsible for securing their classroom and accompanying students to the park. When the situation has been assessed and clearance given, faculty, staff, and students are to return to the building.

Evacuation Areas:

- Main Campus, Newberry IM, White Box - Henry J. Kaiser Memorial Park ~ across from OSA on the corner of 19th and Muhammed Street
- Sweets and Newberry PD – Corner of 19th & Broadway in front of the bike parking shop
- Grab the Classroom Number sign located near the door**

Never Attempt to fight the fire yourself. Call for help. Always stay Between the fire and the building.

If Smoke is on your Floor

- Call the Receptionist (*Ext.8800 or 510-873-8800 from Newberry, Sweets, White Box or Cellphone*)
- Crawl on your hands and knees to the designated exit
- DO NOT** enter a smoke-filled room

If you discover a fire

- Keep yourself between an exit and the fire at all times
- DO NOT** go past the fire to retrieve a fire extinguisher
- Use two people if possible, one standing behind the person with the fire extinguisher watching and using safety precautions
- Close doors behind you as you leave to slow down the spread of fire
- Proceed to evacuate the building

Fire Extinguisher Instructions

- P** Pull Safety pin from the handle
- A** Aim at the base of the fire
- S** Squeeze the trigger handle
- S** Sweep from side to side

Be Careful about opening doors

- Touch closed doors with the back of your hand before opening them

Section 11.

Fire Protocol Continued

If you can't evacuate

- In a fire, Close all the doors and seal off cracks
- In the event of a system failure with no public address, follow the directions of the Administration Via Bull horn or TEXT Message
- "STOP"** Cover your face with hands **"Drop"** to the floor, and **"ROLL"**

If you are helping someone else

- Smother the Fire with a fire-resistant blanket, rug, or heavy coat
- Call **911** from a landline or **510-777-3211** from a cell phone
- Remove any smoldering clothing if it's not stuck to the person's skin. Remove any jewelry on the burn victim. Cool the burn area with cold running water if possible.
Administer first aid if trained

Facility Manager Responsibilities

- Implement the fire emergency plan
- Have a reliable method of promptly notifying the fire department or other emergency services
- Keep the doors and pathways clear for responding fire units
- Hand to the first arriving Fire Chief, Captain, or Lieutenant a prepared fire binder
- Be able to advise fire fighters of service equipment on campus, cut-off valves for electric and gas lines, and other information pertaining to the campus
- Be aware of the Fire Department's fire attack procedures
- Be able to provide the fire department with keys to locked rooms, closets, secured areas, and keys required for emergency devices and equipment
- Advise the Fire Department upon their arrival to the building of the location of non-ambulatory and physically challenged individuals

Fire Drills

- The Campus Safety Committee schedules and holds quarterly fire drills
- Process for drills:
 - Notify the Incident Command Team of the date and time
 - On the day, call Oakland Fire Department (OFD), non-emergency number (510-444-3322) and advise them we are having a drill

Section 11.

Fire Protocol Continued

- Contact the alarm monitoring vendors and advise them we are having a drill and they are not to call the fire department
- Use the public address system to announce that a fire drill is being conducted and sound the alarm
- Note the start and stop time of the evacuation
- When everyone is out notify OFD and the monitoring company the drill is complete
- After the drill, send a questionnaire to the Incident Command Team requesting their assistance in improving the drills

Section 12.

Earthquake Emergency Protocol

AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD.

During an earthquake:

If inside:

- If you are in the building, **STAY INSIDE**. **DO NOT EVACUATE**. Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways
- Stay away from windows, bookcases, file cabinets, heavy mirrors, doors, and hanging objects that could fall
- Sit and cover under any desk or tables. Stay under cover until the shaking stops
- If you smell gas or hear a hissing sound, open a window and report to Incident Command
- Turn off heating, cooling and lighting units immediately
- Should an evacuation be ordered, the building shall remain evacuated until assessed to be safe by appropriate authorities
- Avoid using landline telephones. Consider texting as there is a higher probability of messages being sent. Place all landline phones back on hook

If Outdoors:

- If you are outside, **STAY OUTSIDE**. Move to an open area away from buildings and other elevated objects, such as trees and power lines
- Keep away from buildings, trees, and electrical wires. Instruct students not to touch power lines or objects touched by the wires. All wires should be treated as **LIVE!**
- Remain outside until further notice. **IF ON A SIDEWALK** near a tall building, get into the doorway of a building to protect yourself from falling bricks, glass, and other debris
- Proceed to pre-designated assembly area when safe

BE PREPARED FOR AFTERSHOCKS!

Section 13.

Active Shooter Protocol Continued

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated place; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

REPORT THE INCIDENT

Have one person call emergency services if it is safe to do so. Be prepared to answer the dispatcher's questions.

- Call 911 from a landline or 510-777-3211 from a cell phone
- Call main office (510) 873-8800

> ***If it is not safe to talk, keep the phone on so it may be monitored by the dispatcher***

SHELTER IN PLACE

- Turn off lights
- Silence all noise, including cell phones, radios, and computers
- Stay out of sight and take cover behind large, thick items or furniture
- Move to red dot on ceiling
- Remain under cover until law enforcement advises it is safe to evacuate
- Positively verify the identity of law enforcement as an unfamiliar voice may be the shooter attempting to lure victims from a safe place
- Identify an escape route in the event you are directed to evacuate

Main Campus (2nd & 3rd floors)

- Go to the nearest room or office and lock the door(s). If the door does not lock, wedge the door shut or use heavy furniture to barricade it
- Locate the "**Red Safe Zone Dot**" on the ceiling of the room and stand directly underneath it

Newberry & STEAM Lab

- Go to the nearest room or office and lock the door(s). Locate the "**Red Safe Zone Dot**" on the ceiling of the room and stand directly underneath it. If the door does not lock, wedge the door shut or use heavy furniture to barricade it

White Box

- Leave the building; Security & Faculty will provide instructions

Section 13.

Active Shooter Protocol Continued

Sweets Ballroom

- Go to the large office on the mezzanine and lock the door. Locate the **"Red Safe Zone Dot"** on the ceiling of the room and stand directly underneath it. If the door does not lock, wedge the door shut or use heavy furniture to barricade it

EVACUATE

Only if you know with certainty the exact location of the assailant (do not trust unofficial, second hand accounts), and you can visualize an escape route to get yourself and your students safely away from danger.

- Determine an escape route based on where an active shooter may be located
- Move quickly to a safe place far from the shooter and take cover. Remain there until police arrive and give instructions
- Leave your belongings behind. Keep your hands empty and visible at all times
- Help others evacuate, if possible, but do not attempt to move the wounded. Evacuate even if others do not agree to follow
- Remain calm. Avoid screaming or yelling as you evacuate
- Follow all instructions of law enforcement

Location where to meet if evacuating from:

Main Campus & White Box Gallery - Evacuate the building through the nearest door. Assessment should be determined by the on-duty Instructor/Teacher. QUIETLY proceed to the parking lot located on San Pablo Avenue at the rear of the main Campus. The White Box Gallery has a **"Safety Hammer"** located near the fire extinguisher to aid in breaking the front plate glass window if necessary.

Sweets Ballroom - Evacuate the building by using the Rear Emergency Stairwell located directly behind the Soundboard booth. Exit onto "Broadway" Street and QUIETLY proceed to the corner of Broadway and 19th Street in front of the bike shop. If the attacker enters the building through the rear entrance, then the front stairwell should be used to evacuate all occupants.

Newberry - If the assailant is on Telegraph Avenue, evacuate through the back exit and gather on the corner of 19th and Broadway in front of the bike shop.

TAKE ACTION, IF YOU MUST

If there is no opportunity for escape or hiding, **as a last resort, and ONLY when your life is in imminent danger**, attempt to disrupt and/or incapacitate the active shooter

Section 14.

Intruder/ Lockdown Protocol

The campus intruder is defined as a non-student or a student on suspension or any individual who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Call main office (510) 873-8800

- If possible, and safe, keep the suspicious person(s) under surveillance
- Administration will initiate **CAMPUS LOCKDOWN**
- Teachers should quickly check halls and get students into classrooms
- Return to classrooms or offices, lock doors, turn off lights, close blinds and drapes, and move away from doors
- Teachers will maintain (as best as they can) a calm atmosphere in the classroom. Keeping alert to needs of students
- Instruct students to turn electronic devices to silent and be alert to surroundings
- Remind students to remain QUIET, away from doors, and wait for instructions from an administrator or the security team**
- Remain with doors locked at all times. Administration and security will enter with classroom keys if necessary

Section 15.

Suspicious Package / Bomb Threat Protocol

In case of a bomb threat refer to the bomb threat checklist below.

IF A SUSPICIOUS PACKAGE OR OBJECT IS FOUND CALL 911 FROM A LANDLINE OR 510-777-3211 FROM A CELL PHONE

- Prevent anyone from approaching or touching unidentified packages or objects
- Initiate an evacuation away from the area in which a suspicious device is located
- Take roll call of evacuated employees/students upon arrival at the pre-designated assembly area
- Report all pertinent information to Police personnel arriving on the scene
- Lead employees/students back to their areas after Police personnel have secured the campus

BOMB THREAT CHECKLIST

Questions to ask. Record the EXACT wording of the threat.

- When is the bomb going to explode?

- Where is it right now?

- What does the bomb look like?

- What kind of bomb is it?

- What will cause it to explode?

- Did you place the bomb?

- Why?

- What is your name?

- What is your address?

Section 15.

Suspicious Package/ Bomb Threat Continued

What is caller's: Gender: _____ Approximate Age: _____

Caller's voice:

- | | | |
|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Crying | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Normal | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Distinct | <input type="checkbox"/> Clearing throat |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Slurred | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Nasal | <input type="checkbox"/> Cracking voice |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Stutter | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Lisp | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Raspy | <input type="checkbox"/> Familiar |

If the voice sounds familiar, whom does it sound like?

Background sounds:

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Street noise | <input type="checkbox"/> Factory machines | <input type="checkbox"/> Music |
| <input type="checkbox"/> Café/Bar | <input type="checkbox"/> Office machines | <input type="checkbox"/> Clear |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Voices | <input type="checkbox"/> Static |
| <input type="checkbox"/> Motor | <input type="checkbox"/> PA system | <input type="checkbox"/> Animal noises |
| | | <input type="checkbox"/> Planes |

Other:

Phone line sounds:

- Local
- Long Distance

Other:

Threat language:

- | | |
|---|---|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Recorded |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Message read by threat-maker |

Section 16.**Public Riot/Civil Disturbance Protocol**

- Follow the instructions of Administrative personnel. Employees/students will be notified if/when it is safe to leave the building
- Avoid the area of disturbance. Avoid moving about or leaving the building
- Security personnel should check that all doors are closed, and that blinds or drapes are drawn
- Avoid windows
- LISTEN! Remain quiet to hear critical instructions from school officials
- Lock school entrance, and doors to classrooms and school offices
- Report any suspicious persons to the front desk: Ext 8800 or (510) 873-8800

Section 17.**Explosion Emergency Protocol**

In the event of an explosion in the building, employees should take the following actions:

- Immediately take cover under tables, desks, or other such objects that will give protection against flying glass or debris
- Stay away from WINDOWS, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment
- Activate CatapultEMS
- Should Incident Command order an evacuation, the building shall remain evacuated until assessed to be safe by appropriate authorities

Section 18.

Hazardous Materials/Toxic Spills Protocol

Should exposure to hazardous materials or toxic spill occur ***Immediately Shelter-in-place!***

If you are told to Shelter-in-Place:

- SHELTER! Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside
- Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements
 - Select an internal room or a room with as few windows as possible
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time
- SHUT/CLOSE all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows. Turn off all fans and heating and air-conditioning systems
- LISTEN! Remain quiet to hear critical instructions from school officials

Additional Steps for Teachers and Staff

When possible:

- Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards
- The Facility Manager or school official should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks
- Advise students to remain sheltered until a school or local official gives the "all-clear" signal

Section 19.

Chemical Spills Protocol

Should a chemical spill *affect or threaten* the safety and health of Oakland School for the Arts staff, students, property and/or environment, the Facilities Manager will notify the County by contacting:

Alameda County HazMat Reporting Line 1-800-852-7550

- Avoid touching the toxin/chemical
- Confine the spill if possible
- Evacuate the immediate area and limit access; secure the area
- Administration will determine whether to initiate Incident Command Protocol
- The Facility Manager will notify the Chemical Spill Assessment Team through Environmental Health & Safety

If a person is contaminated by a chemical

- Identify the chemical and follow the procedures for that particular chemical
- Flush eyes if necessary; eye washing stations are in rooms 222, 248, STEAM Lab, White Box
- Take off contaminated clothing, if determined safe to do so
- Flush skin with cool water immediately for 15-30 minutes
- Assist with first aid, if trained in this type of injury

Section 20.

Power Outage Protocol

City, County, or State Agencies may need to facilitate rolling power outages during peak power usage. These outages should not last more than two hours, and with some preparation, business can be conducted as close to normal as possible.

Preparing For An Outage - Facilities & Administration

- Update each student's emergency card
- Determine availability of portable lighting
- Find out when power is lost, do emergency lights go on and do the "EXIT" signs remain lit
- Clear away materials and boxes from pathways
- Check the OUSD/PG&E Block list to determine in which PG&E block your site is located.
As a note, Block 50's power will not be interrupted
- Teachers should have alternative teaching methods & plans for STAGE 3 only
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary breaks during this period
- Have flashlights and replacement batteries available for the restrooms and other locations with no windows
- Ask staff and students to have seasonal warm clothing available
- Use surge protectors for all computer equipment, major appliances, and electronic devices
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup

During An Outage

- According to Pacific Bell, phones connected directly to a phone jack will be operable
Phones that require power from an electrical outlet will not work
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building
- Use a buddy system when going to the restrooms
- DO NOT USE candles or gas lanterns
- Turn off PC's, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer
- Shut off lights in unoccupied rooms

If necessary, students will be gathered in a common area to be determined at that time (Student Center and/or Sweets Ballroom) while a release plan is implemented.

General Guidelines & Protocol

Section 1.

Visitors & Guests Protocol

All visitors to the main campus must enter on 18th Street.

Visitors are required to sign in at the Campus Supervisor station. They will receive a Visitor Badge which must be visibly worn. The Campus Supervisor will contact the employee that the guest is requesting to see. No visitor will be allowed up stairs into the main campus unless there is an employee to greet/receive them.

Visitors are anyone who is not an OSA employee, including but not limited to:

- Parents/Guardians
- Vendors
- Former Students
- Former Employees

Guests visiting the White Box Gallery, Newberry or Sweets must sign in with the Campus Supervisor at these locations.

OSA is working with Alameda County "Safe Routes To School" program to evaluate improved signage and crosswalk profiling within the school neighborhood.

Section 2.

Criminal Background And Fingerprinting Protocol

Oakland School for the Arts complies with all requirements of Education Code sections 44237, 44830.1 and 45125.1. OSA shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

OSA shall maintain on file and available for inspection evidence that:

- (1) OSA has performed criminal background checks and cleared for employment all employees prior to employment
- (2) OSA has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service
- (3) OSA has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. OSA shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, OSA shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Section 3.

Medication Protocol

If your child needs to take any prescription medications, you must have:

- 1) A doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, AND
- 2) A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed.

From time to time some parents request that their child be able to take OTC (over the counter) pain medication such as Tylenol, Advil, Ibuprofen, or Aspirin at school. This is permissible *only with written parent and doctor permission* (Parent/Physician Statement), AND the medication must be provided by the family, AND it is in its original container.

Section 4.

Immunization Requirements

All students under the age of 18 must be immunized against specific communicable diseases. Students, prior to their admission to school, must have received immunization, unless provisions for exemptions have been made.

A student who fails to obtain the required immunization within the time limits allowed shall be excluded from school unless the student is exempt (Health and Safety Code 3385,3386 and 3389).

The OUSD Board of Education requires a Tuberculin Skin Test within 12 months prior to admission to school, unless provision for exemption has been made. A subsequent chest X-ray is required if the skin test is positive.

Section 5.**Student Dress Code**

Dress Code It is the intention of these guidelines that students be neat, clean and appropriately attired so that they can take part in the regular activities of the school day. Students should dress so as to not disrupt the educational experience. Clothing must be correctly sized; no overly tight or sagging clothes.

Accessories: Arts teachers may restrict accessories based on the requirements of the arts school.

Students will be asked to remove any headgear that covers the face. Students who are in violation of the dress code will be loaned a change of clothes or sent home.

The OSA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The OSA administration will use their professional judgment in enforcing the dress code.

Section 6.

Student Code of Conduct

Code of Conduct Guidelines for student behavior at OSA are based on our intended student outcomes of personal and social responsibility, effective communication and critical thinking. We strive to foster a community atmosphere of respect and cooperation. Above all, OSA is a learning community. In order to fulfill this goal, OSA students must understand and follow the basic rules listed below:

I WILL...

- Be prompt, prepared to work, and actively participate in my educational process
- Follow the class rules established by each of my teachers
- Adhere to the school dress code while on campus and during school activities
- Promptly clean up after myself and not litter so that the space that we share will remain neat
- Be respectful of my peers and adults and learn to disagree without being hostile or confrontational
- Keep all electronic devices turned off and stored while in class or during off campus school activities
- Inform the school administration in writing of any medication, prescription, or non-prescription, which I must take
- Use all technology provided by the school for educational purposes only

I WILL NOT...

- Use profane language or make profane or sexually suggestive gestures toward students, faculty and staff members
- Engage in any form of verbal or physical violence
- Tag (graffiti), damage or deface any buildings or property and realize that my actions affect our access to facilities
- Engage in the use, sale, distribution, possession or consumption of drugs (controlled substances), alcohol and tobacco products before, during, or after school, field trips, or performances

Section 7.

Child Abuse Reporting Protocol

Oakland School for the Arts (OSA) Sexual Abuse Mandated Reporting Policy has been compiled in collaboration with Bay Area Women Against Rape (BAWAR); laura@bawar.org

Note: Employees of Oakland School for the Arts (OSA) are required to complete Mandated Reporter Training.

Under the Child Abuse and Neglect Reporting Act (CANRA), mandated reporters are required to report suspected child

- physical abuse
- sexual abuse
- willful cruelty or unjustified punishment
- unlawful corporal punishment or injury
- neglect

A product of the Rape Prevention and Education (RPE) Program at OSA (2019-2023), this document refers only to a mandated reporter's duties to report the sexual abuse of a minor. Please see the online CDSS Mandated Reporter Training (link above) for details regarding the other four reportable types of abuse.

What qualifies as reportable sexual abuse/assault?

- Examples of sexual abuse/assault
 - Rape; attempted rape; rape in concert (gang); incest; sodomy; fondling or unwanted sexual touching; lewd or lascivious acts upon a minor; forcing a minor to perform sexual acts such as oral sex or penetrating the perpetrator's body; penetration of the minor's body; child molestation; exhibitionism; masturbation in the presence of a minor or forcing the minor to masturbate; obscene phone calls or digital interaction; producing, owning, or sharing pornographic images or movies of children
- Commercially Sexually Exploited Children (CSEC) minors may experience
 - Indecent touching or exposure; use of sexually explicit language towards a minor; using minors in pornography; forcing or coercing a minor to participate in a sex act; street based child prostitution; live performance involving obscene sexual conduct; stripping; erotic massage; phone sex lines; early forced marriage; sexual slavery

Section 7.

Child Abuse Reporting Protocol Continued

What do I need to know to report?

- Only suspicion of sexual abuse is necessary to make a report (you do not need confirmation of the abuse)
- If there are two or more mandated reporters aware of same situation, only one report is necessary

How do I report?

- Report to OSA administration by notifying Dean of Students Anna DeRoos and/or Assistant Principal Katy Zaugg
- Call Alameda County Department of Child Protective Services (CPS) immediately or as soon as possible at (510) 258 1800
- Complete a written report via the California Suspected Child Abuse Report (SCAR) form 8572 within 36 hours
 - https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?
 - For SCAR form you will need
 - Reporting party information (you)
 - Victim information
 - Involved party information
 - General incident information

What protections do I have as a mandated reporter?

- Immunity is granted to mandated reporters (you are not civilly or criminally liable)
- Child Welfare Services (CWS) and/or local law enforcement will likely need your name for the report, but your identity can usually be kept confidential within those agencies/anonymous to the general public (unless subpoenaed to testify)
- State laws don't require parent notification
 - You are not obligated to disclose any information to parents or another party (besides OSA administration, CWS, and/or local law enforcement agency) after making a report

Section 7.

Child Abuse Reporting Protocol Continued

What will happen after I make a report?

Child Welfare Services (CWS) or local law enforcement will investigate

- They will classify the report as 1) unfounded, 2) substantiated, or 3) inconclusive
- It often takes 3-10 days for CWS to investigate if the child is not in immediate danger

What do I need to know when talking to a minor about a disclosure of sexual abuse?

- Make your mandated reporting duties known to all students prior to any disclosures if possible - some teachers put a sentence about this in their syllabus, or create signs that say "ask me what it means to be a mandated reporter" for their classrooms
- Tell the minor you are glad they informed you and you are sorry about what happened
- Monitor your own responses/ reactions
- Let the minor know it's okay to talk to you about it
- Assure that the abuse was not the minor's fault
- Allow them to speak in a free and open manner
- Do not ask leading questions
- Reinstatement that you believe the minor
- Make no promises or guarantees about what will happen
- Give the minor some sense of next steps (tell them what making a report looks like, ask them how updated they'd like to be, what support they need, etc.)
- Do not subject the minor to multiple interviews or become an investigator (collect only basic information that the minor shares willingly)

Do I need to report "consensual" sex between minors?

- The age of consent in California is 18, so no sex between minors is legally consensual. However, sex between minors that feels consensual to both parties does not necessarily need to be reported by mandated reporters. Please see the relevant age gap provisions:

https://www.healthiersf.org/resources/SHM/Section%20H_Sensitive%20Issues_Confidentiality_Child%20Abuse%20Reporting/CA_sex_reporting_jul04.pdf

Disciplinary & Restorative Practices

Section 1.

General Information

The goal of the OSA discipline program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. OSA staff will communicate these expectations regularly at student meetings and assemblies. Our application of "discipline" is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline.

The assumption is that most minor disruptive behavior and consequences are handled by the classroom teacher, and that students are referred to the Dean or Assistant Principal when they do not meet classroom expectations and procedures.

In the event a student's behavior is deemed dangerous, the appropriate faculty and staff will be notified via text or email.

Section 2.

Restorative Practices

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Some Restorative Practices used by teachers are (but not limited to):

- Conference with student
- Phone call home
- Parent conference
- Move a student's seat
- Meeting at lunch
- Staying after class
- After school detention
- Conference with Dean/Principal
- Confiscation of electronic device

Some common consequences used by the Dean or Principal are (but not limited to):

- After school/Saturday detention
- In school suspension
- Parent conference
- Behavior Improvement Plan
- Student Contract
- Community Service Hours
- Restorative Circle

Section 3.

Grounds for Disciplinary Action

All students are subject to disciplinary action when involved in any of the acts listed below while the student is on school grounds or at a school activity, during lunch time (on or off campus), or while the student is going to or coming from school, home, or a school activity.

The following are grounds for any disciplinary action

- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, or any other school personnel in the performance of their duties
- Engaging in a direct or indirect verbal or digital assault that leaves any member of the community feeling demeaned, degraded, or at risk for further assault or taunting
- Causing, attempting to cause, encouraging others to cause, or threatening to cause, physical injury to another person or themselves 18
- Use of racial, sexual orientation/identification or slurs and/or derogatory language towards or about other's physical, mental or emotional ability status
- Habitual tardiness
- Violating classroom rules established by teachers
- Committing an obscene act or engaging in profanity or vulgarity
- Intentional deception (i.e. cheating, plagiarism, or forgery)
- Cutting classes and/or school activities and leaving class or campus without authorization
- Possession or distribution of lewd or obscene images/material
- Inappropriate, excessive public displays of affection
- Violation of the Computer Use Policy
- Sexual harassment of any kind
- Sexual misconduct, consensual or not
- Violation of the Dress Code
- Unauthorized use of electronic devices
- Gambling
- Vandalism and property damage
- Theft, robbery, burglary
- Truancy

Section 4.

Anti-Bullying Policies

Acts of bullying are to be reported to the Dean of Students or School Counselors. An investigation process and possible disciplinary action(s) will begin after an incident report is completed. Students and families are prohibited from retaliation against anyone who reports suspected bullying.

OSA's Bullying Prevention Policy is also available on the OSA website; www.oakarts.org

Section 5.

Suspension & Expulsion Policies

The following may result in suspension or expulsion from OSA

- Behavior
 - Any behavior constituting a clear and present danger to the lives, safety, or health of students or school personnel
- Violence
 - Willfully using force or violence upon another person that results in a serious injury
- Distribution of Controlled Substances
 - The offering of controlled substances for use by another person, whether or not money has changed hands
- Weapons & Contraband Possession/Distribution
 - Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object
- Property Violation/Damage
 - Stealing or attempting to steal school property or private property
 - Knowingly receiving stolen school property or private property
 - Graffiti (including possession of spray cans or markers)
 - Engraving or gauging property
 - Unauthorized use of school keys
 - Possessing or attempting to explode or ignite a destructive device, explosive, fireworks, or firecracker
 - Trespassing
 - Arson

Section 5.

Suspension & Expulsion Policies Continued

- Harassment/Assault
 - Committing or attempting to commit robbery or extortion
 - Causing or attempting to cause damage to school property or private property
 - Committing or attempting to commit sexual assault or committing sexual battery
 - Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a disciplinary proceeding for the purpose of preventing the pupil from being a witness or retaliating against the pupil for being a witness, or both
 - Cyberbullying or harassment through social media
 - Committing sexual harassment
 - Causing, attempting or threatening to cause hate violence
 - Intentionally engaging in harassment, threats or intimidation against another pupil which is severe enough to disrupt the other pupil's class work or creates substantial disorder, or invades the rights of a pupil or a group of pupils by creating an intimidating or hostile educational environment; bullying
 - Making terrorist threats against school officials or school property
 - Hazing

- Discrimination/Harassment/Intimidation/Bullying

Oakland School for the Arts prohibits unlawful discrimination against any protected group as identified under Education Code 200 and 220, and Government Code 11135, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title 9, and AB 9: Seth's Law. The Governing Board prohibits unlawful discrimination, harassment, intimidation, or bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school under the jurisdiction of Oakland School for the Arts. Violation of this policy is grounds for any disciplinary action.

- Process for receipt and investigation of complaints regarding discrimination, harassment, intimidation, or bullying:
 - § If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.
 - § Complaints lodged by students, parents, or staff will trigger an investigation by the school principal or his/her designee. A decision or report will be communicated to the complainant within 60 calendar days from the receipt of the complaint. The 60-day timeline may be extended with written agreement of the complainant. The investigation will be conducted in accordance with Section 4600-4695.

Section 5.

Suspension & Expulsion Policies Continued

- § Oakland School for the Arts prohibits any form of retaliation against any complainant or witness in the complaint process, and will take necessary steps to ensure that the identity of the complainant(s) and witness(es) alleging discrimination, harassment, intimidation, or bullying will remain confidential, as appropriate. - If the complainant disagrees with the school's resolution, he or she is entitled to an appeal. Appeals may be made to the school principal.

Section 6.

School Discipline

The Executive Director shall have the ultimate authority to determine appropriate disciplinary action. Direct appeals go to the OSA Board of Directors.

- In-School Service
 - As part of the school's disciplinary program, students may be required to complete assigned tasks on campus to benefit the school community
- Detention
 - When a student is assigned a detention they are to report to the designated faculty or staff member where they will work on assigned tasks
- Suspension
 - When suspended, students are denied the right to attend classes and any school-related activities, or to access the campus for the designated period of time. Parents may be required to participate in a conference with school administration prior to the student's return to school. In the case of short suspensions, and/or first-time suspensions, this could take place as a phone conversation. For longer term or repeat suspensions families will be required to meet in person with a school administrator before the student will be allowed to return to the campus. This conversation will include a specific discussion of the student's offense and the terms of the contract the student may be asked to sign prior to returning to the school. The time allowed to make up missed work will be equivalent to the length of the suspension. For example, a student suspended from school for three (3) days must make up missed work within three (3) days of his/her return to school. Students are required to complete all assignments and tests missed during any period of suspension.

Section 6.

School Discipline Continued

Behavior Improvement Plans

- Behavior improvement plans may be used when a student has repeatedly broken school rules and needs to be monitored by a school administrator. Families will be part of the development of the contract. Such plans may include certain stipulations that the student will be required to meet. Failure to follow the guidelines of the plan may result in loss of school privileges as well as restrictions on performance privileges.

Emergency Situations

- A student may be suspended without a conference if the Principals or designee determines that an emergency situation exists. An emergency situation is defined as a situation determined by the Principals or designee to constitute a clear and present danger to the lives, safety or health of pupils or school personnel. In such situations, the school also reserves the right, with or without contacting parents, to notify local police and allow them to proceed as they deem necessary. If a pupil is suspended without a conference prior to suspension, both the parent/guardian/caregiver and the pupil shall be notified of the pupil's right to such a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Expulsion and Disciplinary Hearing

- Violations of the OSA behavior policy will be handled by the school administration, specifically the Assistant Principal and/or Dean of Students. When discipline is warranted that reaches the level of suspension or expulsion, OSA will develop written reports and statements that will be delivered to the family at a formal meeting, which shall also include the student. Students who have been removed from the educational environment for any reason shall be provided with academic work and will be given full credit for completed work. This exclusion will be at the discretion of the Executive Director of the School.

Should a situation occur that reaches the level of expulsion as defined in the student handbook, the Executive Director will prepare a report that will be presented to the OSA Board of Directors in a closed session at the first available board meeting. The OSA Board will make the final determination regarding the disposition of the student. Oakland Unified School District will be informed of the outcome of any such hearing.

Prior to suspension and/or expulsion, the student and the student's family will be provided with full due process. This means having the opportunity to communicate any information regarding the incident to the school authorities

Section 6.

School Discipline Continued

undertaking the investigation, access to all materials and documents related to the case, and full knowledge of all procedures put into motion and the possible outcomes of those procedures. Due process shall also include written notice of the specific circumstances surrounding any disciplinary action and the opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion proceeding, the student and the student's family will have the right to meet with the Executive Director of the school and/or the Director's Designee. Student and parent will have the right to inspect all evidence related to the allegation. The burden of proof will be on the school to present evidence that demonstrates a specific rule or provision has been violated. Notice shall be assumed implicit where the violation is of such egregious nature that it breaks state or federal law or recklessly endangers the safety of the school, the students or the OSA staff.

Student/Family Notification Requirements

Each stage of a disciplinary proceeding requires timely notification of student/family:

Notice of Suspension

Written or verbal notice informing the student/family of the student's name, date of offense, offense, and length of suspension. Notice of Extension to Suspension Pending Expulsion -- If the school decides to pursue an expulsion, written or verbal notice informing the student/family that the student's suspension has been extended until the hearing date.

Notice of Expulsion Hearing

Written notice which informs the student/family of the time, date and location of the expulsion hearing as well as their due process rights and their right to appeal the scheduled date. The charter school will provide the notice of expulsion to the OUSD Office of Charter Schools (OCS) at the same time as family notification so that an OCS representative may attend the hearing.

The Notice of Hearing shall include, at a minimum

- The date and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based
- A copy of the school's disciplinary rules that relate to the alleged violation
- Notice to parents of their obligation to inform a new school district in which the student enrolls of his or her status with the charter school (Education Code section 48915.1(b))

Notice of Decision/Expulsion

- A written document which informs the student/family of the outcome of the expulsion hearing. If the student has been expelled, the notice should include all elements outlined in the Expulsion Documentation Requirements section of this policy.
 - The recommended practice for OUSD-authorized charter schools is to provide student/families with a notice of expulsion hearing no less than 10 calendar days prior to the hearing and to conduct the expulsion hearing within 30 days of the expellable offense, barring an extension mutually agreed upon by student/family and school.
 - Discipline matters that involve students with IEPs or 504 plans shall conform to all applicable state and federal laws. Fair hearing practices and mediation processes, where appropriate, will be adhered to. Student Study Teams and IEP Teams may be involved in this process as well in order to determine how to best meet the needs of the student and family while still following applicable laws and regulations related to discipline violations.
- Disciplinary Records
- The State of California requires the school to specifically identify each suspension or expulsion of a student, by the offense committed, in all of the student's appropriate official records. This record must be sent to any school in which the student subsequently enrolls. The State also allows for the suspension of any order to expel for a period not more than one calendar year, as well as the expunging of records provided that the student successfully completes a rehabilitation program that is deemed appropriate by the school Principal.
- Law Enforcement and Social Services
- Upon presentation of proper identification to the Principal or designee, police officers and social workers have the authority to remove students from school premises. OSA staff shall take immediate steps to notify the parent or relative of the minor regarding the release of the minor to the officer or social worker, and the place where the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer or social worker with the address and telephone number of the minor's parent.
- Due Process Rights
- In applying the discipline policies, all school staff members are expected to treat all students in a consistent, fair and equitable manner and to assure due process for all students. Parents and students have the following rights:

Section 6.

School Discipline

- Be informed of the policies and rules governing student conduct and discipline
 - Be informed of charges of misconduct and the evidence used as a basis for the charges
 - Present his/her version of the facts and any supporting evidence or testimony to the appropriate school administrator
 - Have a conference with school staff
 - Be notified in advance of any disciplinary hearings
 - Call witnesses, and appear and be represented in disciplinary hearings
- Liability for Damages and Losses
- Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in damage or injury to school staff, volunteers, students or property. OSA may withhold from students and parents the grades, diplomas or transcripts of the student responsible until such damages are paid or the property is returned. Restitution could include voluntary work/service to the school in lieu of monetary payment.
- Prevention of Injury
- A school employee may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to a person or damage to property for the purpose of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil.

Section 7.

Sexual Harassment Prohibition Policy

In partnership with Bay Area Women Against Rape (BAWAR), OSA is currently revamping a comprehensive Sexual Harassment and Teen Dating Violence policy. Additionally, more information on the effect of the recent Title IX rules on OSA's policy is forthcoming.

OSA SEXUAL MISCONDUCT STATEMENT

Oakland School for the Arts (OSA) is committed to creating and sustaining an educational environment in which students, faculty, and staff can thrive in an atmosphere that is open, healthy, safe, and supportive. In alignment with this commitment and in interest of adhering to federal and state law requirements, OSA aims to establish an environment where there is no tolerance for sexual misconduct and sexual violence as these types of actions are damaging and traumatic to the victims and have no place in our school community. OSA will take any and all action needed to prevent, correct, and discipline behavior that violates this standard of conduct. Due diligence will be used to ensure the disciplinary review and any appropriate action be taken as expeditiously as possible. OSA will make diligent efforts to educate students in regards to sexual misconduct, train staff in appropriately addressing sexual misconduct, and provide assistance and support to victims of sexual misconduct in a consistent and sensitive manner. This policy is applicable regardless of sexual orientation and/or gender identity of individuals engaging in sexual activity.

TITLE IX AND SEXUAL HARASSMENT

As of 2020, Title IX of the Education Amendments of 1972 defines sexual harassment by three types of sexual misconduct:

- Any instance of quid pro quo harassment by a school's employee
- Any unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access
- Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

These acts, when reported, will trigger Title IX investigations by the OSA administration in accordance with federal law. Forms of sexual harassment not listed here may still be investigated by the OSA administration in accordance with California state law and OSA's sexual misconduct policy (see below).

Sexual Misconduct Examples

Examples of types of conduct which are prohibited in the district and which may constitute misconduct include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Section 7. Sexual Harassment Prohibition Policy Continued

- Graphic verbal comments about an individual's body, unwanted sexual comments or questions, or overly personal conversation or computer-generated images of a sexual nature
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class or activity
 - Massaging, grabbing, fondling, stroking, or brushing the body
 - Touching an individual's body or clothes in a sexual way
 - Impeding or blocking an individual's movements or any physical interference with school activities when directed at an individual on the basis of sex or gender expression
 - Displaying sexually suggestive objects
 - Sexual assault, sexual battery, or sexual coercion
 - Sexual violence which is the perpetration of a sexual act on a person without their affirmative consent
 - Electronic communication containing comments, words, or images described above
- Who Does The Policy Apply To?
- Harassment by students
 - Harassment by administrators/teachers/staff
 - Harassment by volunteers or school visitors
- Reporting Sexual Harassment or Misconduct
- Any student who believes that they have been subjected to sexual harassment by another student, an employee, or third party who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, an administrator or Title IX coordinator: Director of Operations, email lcheatham@oakarts.org ; Tel: 510-873-8800
- Disciplinary Action
- Staff

A substantiated charge against an employee or agent of OSA shall subject such employee or agent to disciplinary actions which may include but are not limited to verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal.
 - Student

Upon investigation of a sexual harassment complaint, any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Restorative Practices will be implemented when possible. For students in grades 6-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such

Section 7. Sexual Harassment Prohibition Policy Continued

discipline, the entire circumstances of the incident(s) shall be taken into account. A substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warnings, reprimands, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Suicide Prevention Policy

Section 1.

General Information

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

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. SCS acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

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

In an attempt to reduce suicidal behavior and its impact on students and families, the Oakland School for the Art's suicide prevention team (made up of the school social worker, school psychologist, an MFT and an MFTa) shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

Section 2.

Prevention

Oakland School for the Arts suicide prevention team shall develop and implement preventive strategies procedures that include the following:

Implementation

The school has designated a suicide prevention team, led by the school psychologist, who will be responsible for planning and coordinating implementation of this policy for the school district. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

Staff Professional Development

All Staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be offered to school employed mental health professionals.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all middle and high school health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small-group suicide prevention programming for students.

Publication and Distribution

This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

Section 3.

Intervention Assessment & Referral

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self harm occurs, or a student self refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If no mental health professional is available, a school administrator will fill this role.

For youth at risk

- School staff will continuously supervise the student to ensure their safety
- The principal and school suicide prevention team coordinator will be made aware of the situation as soon as reasonable possible
- Someone from the school administration or mental health team will contact the student's parent or guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local emergency department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate

Section 4.

Action Plan for In-School Suicide Attempts

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

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

Section 5. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Oakland School for the Arts property, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented

- If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will call 911 immediately
- They will then inform the student's parent/guardian as well as the suicide prevention coordinator

- If a staff member becomes aware of an attempt after the fact, the school will
 - Contact the parents/guardians/caregivers and offer support to the family
 - Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
 - Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct
 - Designate a staff member to handle media requests
 - Provide care and determine appropriate support to affected students
 - Offer to the student and parents/guardians/caregivers steps for reintegration to school

Section 6. Supporting Students After a Mental Health Crisis

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

- Treat every threat with seriousness and approach with a calm manner; make the student a priority
- Listen actively and non-judgmental to the student. Let the student express his or her feelings
- Acknowledge the feelings and do not argue with the student
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student

Section 7.

Re-Entry to School After a Suicide Attempt

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

The following steps shall be implemented upon re-entry

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

Section 8.

Postvention

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- Verify the death

Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- Assess the situation

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide.

Section 8.

Postvention Continued

Share information

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate Support services

Students identified as being more likely to be affected by the death will be assessed by someone from the mental health and wellness team to determine the level of support needed. The team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis.

Develop memorial plans

The school should not create on-campus physical memorials or funeral services as they might sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school based memorials (e.g small gatherings) will include focus on how to prevent future suicides and prevention resources will be available.

External communication

The executive director will be the sole media spokesperson. Staff will refer all inquiries from the media directly to them.

Resources

Section 1.

Emergency Telephone Directory

Emergency Services

Purpose	Area	Phone #
All Emergencies ~ Landline	All Areas	911
All Emergencies ~ Cell Phone	East Bay	510-777-3211
Non-Emergency Police (OPD)	City of Oakland	510-777-3333
Oakland Fire & Emergency Medical Dispatch	City of Oakland	510-444-1616
Non-Emergency Fire {To CANCEL CALL}	City of Oakland	510-444-3322
P G & E	All Areas	800-743-5000
East Bay M.U.D. (Water)	East Bay	866-403-2683
Child Protective Services (CPS)	Alameda County	510- 259-1800
Hazardous Materials {Report Chemical Spills}	Alameda County	800-852-7550
Poison Emergency Call	National	800-222-1222
Fire Alarm Monitoring Company RedHawk/ADT	Newberry & Sweets	510-438-1300
Fire Alarm Monitoring Company Tyco	Main Campus	800-289-2647
Oakland Ambassadors	City of Oakland	510-898-8592

Section 1.**Emergency Telephone Directory Continued**

OSA Personnel

Title	Name	Cell Phone #	Office #
Safety Team Coordinator & COVID-19 Liaison	Marti Cooper	510-917-4821	510-873-8810
Facilities Manager	Walter Harris	510-290-3503	510-873-8818
Director of Operations	Lori Cheatham	510-599-8995	510-873-8803
Principal	Mike Oz	510-333-6030	510-873-8812
Assistant Principal	Katy Zaugg	510-332-9033	510-873-8824
Director of Technology	David Smith	510-520-6193	510-873-8806
Campus Supervisors & Contract Security Officers	18th Street 19th Street Newberrys Sweets Ballroom White Box		510-873-8829 510-873-8826 510-373-0200 510-373-0205 510-874-1466
Office/Reception			510-873-8800

Section 2.

Damage Assessment Form

Location	Damage Code	Location	Damage Code

Floor/Area Searched: _____

Date/Time: _____ AM / PM Searched by: _____

Damage Codes:

- A = Fire
- B = Cracked walls
- C = Trapped victim
- D = Cracked window
- E = Stairwell obstructed
- F = Furniture tipped
- G = Cracked ceiling
- H = Water leak
- I = Chemical spill
- J = Disabled needs assistance
- K = Electrical
- L = Door jammed
- M = Gas Leak
- N = Aisle obstructed
- O = Restroom
- P = Plumbing

Section 3.

Emergency Drill Review

Date: _____

Time of Drill: _____ AM / PM

Scenario:

Building(s) Involved:

Observers:

NAME

DEPARTMENT

<u>NAME</u>	<u>DEPARTMENT</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Problems Noted:

Recommended Mitigation:

Signature

Date

Section 3.

Emergency Drill Review Continued

Emergency Shutdown Checklist

- Call and email
 - _____ Outside renters
 - _____ Guests
 - _____ Food services
 - _____ Cleaning Services

- File Insurance claim if applicable

- Emergency blasts
 - _____ Families
 - _____ Staff